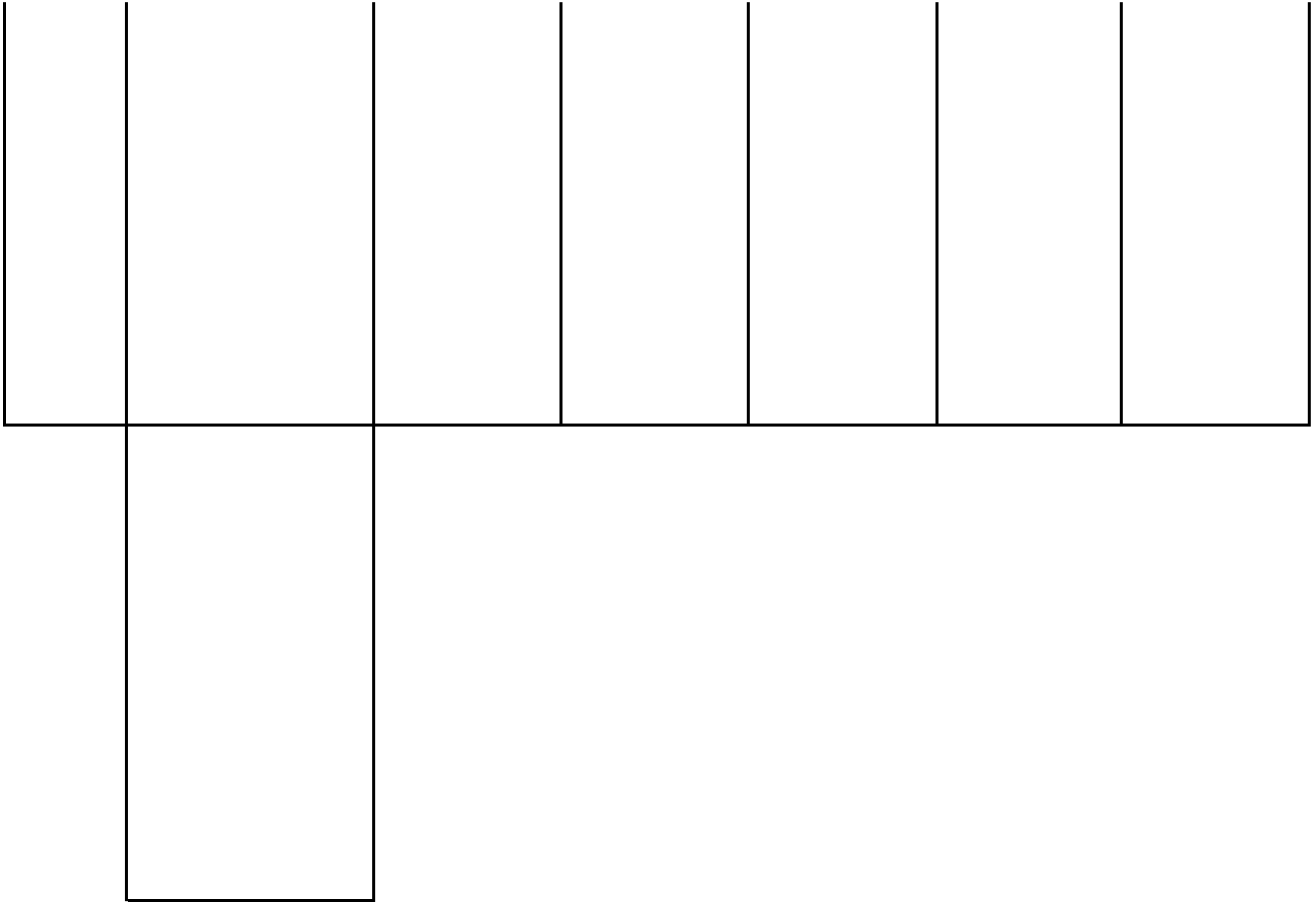


Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st qtr-2nd qtr.	<p>Themes:</p> <ul style="list-style-type: none"> -Reading fiction -Life and Death -Civilization vs. savagery -Good vs. evil -Human nature <p>Enduring Understandings:</p> <ul style="list-style-type: none"> -Interpreting/analyzing fiction can lead to great insights into the human condition -the world we live in is reflected in literature -death is a part of life, and different people deal with it in different ways -society is governed by rules that prevent chaos -there is a dark side to human nature <p>Essential Questions:</p> <ul style="list-style-type: none"> -How do we interpret and analyze fiction? -What can we learn from fiction? -How do people deal with death? How does it affect our life? -What function do rules have in society? What happens without them? -How can we deal with evil in the world? 	<p>RL 1-10</p> <p>W 1, 4-6, 9, 10</p> <p>SL 1-6</p> <p>L 1-6</p>	<p>Summative:</p> <ul style="list-style-type: none"> -Outside reading project (essay + creative project based on individual reading choice) -In class analytical essay -Mock trial following <i>Lord of the Flies</i> -characterization essay -multi-genre project for <i>Dr. Jekyll and Mr. Hyde</i> <p>Formative:</p> <ul style="list-style-type: none"> -lit terms quiz -short answer responses -Venn diagrams -quick writes -dialectical notebooks -group discussions 	<p>Reading:</p> <ul style="list-style-type: none"> -review characteristics of story elements -literary terms and vocab associated with readings -comprehension strategies -compare/contrast -character analysis -determine theme/central idea of text <p>Writing:</p> <ul style="list-style-type: none"> -write strong paragraph responses -write thesis statements -utilizing writing process -use quotes from text to support assertions <p>Speaking & Listening:</p> <ul style="list-style-type: none"> -focused group discussions -presentations -note-taking 	<p>mini grammar lessons</p> <p>Venn diagrams</p> <p>graphic organizers</p> <p>annotating text</p> <p>outlining/paraphrasing</p> <p>listen to audio of text</p> <p>compare text to film version</p> <p>think-pair-share</p> <p>note taking</p>	<p><i>Lord of the Flies</i></p> <p><i>Dr. Jekyll and Mr. Hyde</i></p> <p>From text: "The Gift of the Magi"</p> <p>"The Open Window"</p> <p>"The Lady or the Tiger?"</p> <p>"The Leap"</p> <p>"The Most Dangerous Game"</p> <p>"The Cask of Amontillado"</p> <p>selected poems</p>
3rd qtr.	<p>Themes:</p> <ul style="list-style-type: none"> -reading non-fiction -author point of view -humorous writing -human rights, racism, stereotype, oppression -society's progress <p>Enduring Understandings:</p> <ul style="list-style-type: none"> -the historical, social, and cultural climates prevalent at the time of Mark Twain, Richard Wright, and Nazi Germany -historical narratives can teach us about our lives today -all humans have basic rights that have been taken away in the past 	<p>RL 7</p> <p>RI 1-10</p> <p>W 1-2, 4-10</p> <p>SL 1-3</p> <p>L 1-6</p>	<p>Summative:</p> <ul style="list-style-type: none"> -Outside reading project (essay + creative project based on individual reading choice) -annotated bibliography -research paper -passage analysis MC test <p>Formative:</p> <ul style="list-style-type: none"> -comprehension quiz -analytical response -group discussions -guided notes -passage analysis practice 	<p>Reading:</p> <ul style="list-style-type: none"> -analyze nonfiction -understand historical context and apply to analysis -understand and analyze use of literary strategies <p>Writing:</p> <ul style="list-style-type: none"> -How to write a thesis statement -writing process -writing grammatically correct sentences 	<p>grammar lessons</p> <p>KWL</p> <p>note taking</p> <p>thematic comparisons between genres</p> <p>paraphrasing</p>	<p><i>Night</i></p> <p>from text: "Life on the Mississippi"</p> <p>"Black Boy"</p> <p>Leminski poem</p> <p>historical texts of Nazi concentration camps, Jim Crow South, and Gilded Age America</p> <p>current news articles</p> <p>selected poems</p>

	<p>Essential Questions:</p> <ul style="list-style-type: none"> -How does non fiction writing differ from fiction? -How can humor be used to effectively convey a message? -What is the relationship between justice and self-esteem? -Why have groups of people been subject to injustices? What can we do to prevent them in the future? 		<ul style="list-style-type: none"> -literary terms quiz -grammar practice 	<p>Speaking & Listening:</p> <ul style="list-style-type: none"> -writing conference with teacher -group discussion -analyze historical documentary 		
3rd-4th qtr	<p>Themes:</p> <ul style="list-style-type: none"> -reading drama -reading epic -Hero's journey -loyalty -returning home -guest-host relationship -love, family -light vs. dark -time -destiny <p>Enduring Understandings:</p> <ul style="list-style-type: none"> -the role of hero and myth in ancient and contemporary society -obstacles must be overcome through any journey -different cultures treat heroes differently -heroes have flaws that must be overcome -human behavior remains constant despite culture, time, or geography -Shakespeare's writing is rich with deep levels of meaning -people are affected by morality, emotions and logic when making decisions <p>Essential Questions:</p> <ul style="list-style-type: none"> -how are drama and epic different from other literary forms? -what is the relationship between choices and consequences? -what is the role of heroes in our culture and others? -why are narratives important to cultures? 	<p>RL 1-10</p> <p>W 1,3-6, 9,10</p> <p>SL 1,2</p> <p>L1-6</p>	<p>Summative:</p> <ul style="list-style-type: none"> -video reenactment of a major scene from Romeo and Juliet -Odyssey based creative writing assignment -theme analysis paper <p>Formative:</p> <ul style="list-style-type: none"> -gods/goddesses mini project -symbolism analysis -Romeo and Juliet 'translation' assignment -relation to theme writing assignment 	<p>Reading:</p> <ul style="list-style-type: none"> -reading and understanding drama and epic -decoding Shakespeare's language -determining theme of work <p>Writing:</p> <ul style="list-style-type: none"> -rewriting Shakespeare into modern language -thematic analysis -passage analysis -essay organization <p>Speaking & Listening:</p> <ul style="list-style-type: none"> -dramatic performance -class and group discussion -lecture based note taking 	<p>listen to audio performance</p> <p>graphic organizers</p> <p>mini grammar lessons</p> <p>vocab</p> <p>paraphrasing/summarizing</p> <p>tear and share</p>	<p><i>Romeo and Juliet</i></p> <p><i>The Odyssey</i></p> <p>selected poems</p>



Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter	<p>Themes:</p> <p>Heroes come in many forms</p> <p>Enduring Understandings:</p> <p>the nature of heroics</p> <p>the different manifestations of heroes</p> <p>normal heroes, Byronic heroes, and anti-heroes and anti-heroes</p> <p>Essential Questions:</p> <p>What is a hero?</p> <p>Is a hero born or made?</p> <p>What are the characteristics of a hero?</p> <p>Do heroes have to be morally upright?</p>	<p>CC.11-12.RL.1, 2, 3, 4, 7, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2, a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6</p> <p>CC.11-12.L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6</p>	<p>Summative Assessment:</p> <p>Students will be continuously assessed throughout the unit through graded discussions, comprehension quizzes, and worksheets. Students will also produce a play for Beowulf, which will clearly demonstrate their understanding and comprehension of the text and major themes.</p> <p>Formative Assessment:</p> <p>Although students will receive formal tests on the subject matter, the bulk of the real formative assessment will come in the form of short and long essays.</p> <p>Beowulf and The Matrix: Students will trace the hero's journey through both works while noting the similarities and differences between the two.</p>	<p>Reading</p> <p>Using textual evidence</p> <p>Identifying themes</p> <p>Identifying and understanding figurative language</p> <p>Identifying particular literary elements such as satire, irony, and sarcasm)</p> <p>Comprehension</p> <p>Writing</p> <p>Supporting claims in arguments</p> <p>Informative papers</p> <p>Narrative works focusing on proper elements and conventions</p> <p>Organization and style</p> <p>Embracing the writing process (edits and revisions)</p> <p>Research projects using multiple digital and print sources</p> <p>MLA citation</p>	<p>Venn Diagrams: Students will use this tool to do initial compare and contrast of Beowulf and the Matrix as well as some of the other works as the unit progresses</p> <p>Annotations:</p> <p>Students will annotate their texts in order to aid understanding, comprehension, and discussions.</p> <p>Discussions: Through discussions, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.</p> <p>Cooperative Learning</p> <p>Homework and practice</p> <p>Identifying similarities & differences</p>	<p>Heaney, Seamus. <i>Beowulf</i>. 1st. New York: W.W. Norton, 2000. Print.</p> <p>Brothers, The Wachowski, dir. <i>The Matrix</i>. Warner Home Video, 2007. Film. 30 Sep 2012.</p> <p><i>Paradise Lost</i> (in textbook)</p> <p>Marlowe, Christopher. <i>Dr. Faustus</i>. New York: Dover Publications, 1994. Print.</p>
2nd Quarter	<p>Themes:</p> <p>The nature and causes of madness</p> <p>Reactions to madness</p> <p>Nature vs. nurture</p> <p>Enduring Understandings</p> <p>Madness can occur in the best of people</p> <p>Madness can have destructive consequences</p>	<p>CC.11-12.RL.1, 2, 3, 4, 5, 7, 10</p> <p>CC.11-12.RI.1, 2, 3, 4, 5, 6, 7, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2, a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6</p> <p>CC.11-12.L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6</p>	<p>Summative Assessments</p> <p>Students will be continuously assessed throughout the unit through graded discussions, comprehension quizzes, and worksheets.</p> <p>Students will memorize two Shakespearean sonnets.</p> <p>Students will perform play portions of Macbeth.</p> <p>Formative Assessments</p> <p>Students will have comprehension tests on <i>Macbeth</i>.</p> <p>Students will produce a paper diagnosing Macbeth with one of several mental illnesses using textual evidence to back up claims.</p>	<p>Reading</p> <p>Using textual evidence</p> <p>Identifying themes</p> <p>Identifying and understanding figurative language</p> <p>Identifying particular literary elements such as satire, irony, and sarcasm)</p> <p>Comprehension</p> <p>Determine central ideas of non-fiction texts</p>	<p>Annotations:</p> <p>Students will annotate their texts in order to aid understanding, comprehension, and discussions.</p> <p>Discussions: Through discussions, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.</p> <p>Cooperative Learning</p> <p>Homework and practice</p> <p>Identifying similarities & differences</p>	<p><i>Macbeth</i> (in textbook)</p> <p>Shakespearean sonnets</p> <p>Stevenson, Robert. <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>. New York: Dover Publications, INC., 1991. Print.</p> <p>"Porphyria's Love"</p>

	<p>Essential Questions:</p> <p>What is the nature of madness?</p> <p>How does power corrupt?</p> <p>What are the consequences of madness?</p>		<p>Students will be producing short papers analyzing Shakespearean sonnets.</p> <p>Short in-class essay modeled around AP Literature free response question:</p> <p>2001. One definition of madness is "mental delusion or the eccentric behavior arising from it." But Emily Dickinson wrote "Much madness is divinest Sense – / To a discerning Eye – " Novelists and playwrights have often seen madness with a "discerning Eye." Select a novel or play in which a character's apparent madness or irrational behavior plays an important role. Then write a well-organized essay in which you explain the significance of the "madness" to the work as a whole.</p>	<p>Understanding the sequence of ideas in a non-fiction text</p> <p>Writing</p> <p>Supporting claims in arguments</p> <p>Informative papers</p> <p>Narrative works focusing on proper elements and conventions</p> <p>Organization and style</p> <p>Embracing the writing process (edits and revisions)</p>		
3rd Quarter	<p>Enduring Understandings:</p> <p>Man vs. nature, innocence vs. experience, love, appreciation of nature, recognizing God's signs in nature, the power of nature, degenerating power of time</p> <p>Essential Questions:</p> <p>What is the relationship between man and nature?</p> <p>What causes the loss of innocence?</p> <p>Who is more powerful: man or nature?</p> <p>What changes are seen as time progresses?</p> <p>In reading selections, which words provide imagery? How?</p> <p>In reading selections, which words provide the sound of a poem? How?</p>	<p>CC.11-12.RL.1, 2, 3, 4, 7, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2, a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6</p> <p>CC.11-12.L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6</p>	<p>Summative Assessment:</p> <p>Students will be continuously assessed throughout the unit through graded discussions, comprehension quizzes, and worksheets.</p> <p>Students will engage in dramatic reenactments of both <i>Frankenstein</i> and <i>The Portrait of the Artist as a Young Man</i>.</p> <p>Students will have exercises in composing own poems modeled on the style of various romantic poets.</p> <p>Students will trace the progression of writing in <i>The Portrait of the Artist as a Young Man</i>.</p> <p>Formative Assessment:</p> <p>Students will produce an essay analyzing the progression of language in <i>The Portrait of the Artist as a Young Man</i>.</p> <p>Students will analyze the Romantic elements in <i>Frankenstein</i> comparing with the themes in Romantic poetry.</p>	<p>Reading</p> <p>Using textual evidence</p> <p>Identifying themes</p> <p>Identifying and understanding figurative language</p> <p>Identifying particular literary elements such as satire, irony, and sarcasm)</p> <p>Comprehension</p> <p>Writing</p> <p>Supporting claims in arguments</p> <p>Informative papers</p> <p>Narrative works focusing on proper elements and conventions</p> <p>Organization and style</p> <p>Embracing the writing process (edits and revisions)</p> <p>Research projects using multiple digital and print sources</p>	<p>Annotations:</p> <p>Students will annotate their texts in order to aid understanding, comprehension, and discussions.</p> <p>Discussions: Through discussions, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.</p> <p>Cooperative Learning</p> <p>Homework and practice</p> <p>Identifying similarities & differences</p>	<p>Shelley, Mary. <i>Frankenstein</i>. 4th ed. New York: Dover Publications, 1994. Print.</p> <p>Romantic poetry</p> <p>Joyce, James. <i>A portrait of the artist as young man</i>. London: Print.</p> <p>Myth of Daedalus and Icarus</p>

				MLA citation		
4th Quarter	Enduring Understandings:	CC.11-12.RL.1.2, 3, 4, 6, 7, 10	Summative Assessments:	Reading	Annotations:	Orwell, George. <i>1984</i> . New York: Signet Classics, 1949. Print.
	Freedom, control, correction through mockery	CC.11-12.RL.1.2, 3, 4, 5, 6, 7, 10	Students will be continuously assessed throughout the unit through graded discussions, comprehension quizzes, and worksheets.	Using textual evidence	Students will annotate their texts in order to aid understanding, comprehension, and discussions.	<i>Gulliver's Travels and A Modest Proposal</i>
	Essential Questions:	CC.11-12.W.1.a, b, c, d, e, 2.a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10	In particular, students will be shown several satirical pieces (both written and visual) and will be asked to analyze satirical elements and the effects of these pieces.	Identifying themes	Discussions: Through discussions, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.	
	What is the goal of a satire?	CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6	Students will participate in a game in which students will be particular rules to be abided by and others students will mimic the "thought police."	Identifying and understanding figurative language	Cooperative Learning	
	How can a satire be used to correct society?	CC.11-12.L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6	Formative Assessments:	Identifying particular literary elements such as satire, irony, and sarcasm)	Homework and practice	
	What is propaganda?		Students will write essay analyzing the satirical effects of works from <i>The Onion</i> as well as works by Jonathan Swift.	Comprehension	Identifying similarities & differences	
	What is the nature of freedom?		Reflections on <i>1984</i> game.	Determine central ideas of non-fiction texts		
	What is the relationship between freedom and control?			Understanding the sequence of ideas in a non-fiction text		
	What is knowledge?			Writing		
	Who controls knowledge?			Supporting claims in arguments		
				Informative papers		
				Narrative works focusing on proper elements and conventions		
				Organization and style		
				Embracing the writing process (edits and revisions)		

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter	<p>Themes:</p> <p>Heroes come in many forms</p> <p>Enduring Understandings:</p> <p>the nature of heroes</p> <p>the different manifestations of heroes</p> <p>normal heroes, mythic heroes, and anti-heroes and anti-heroes</p> <p>Essential Questions:</p> <p>What is a hero?</p> <p>Is a hero born or made?</p> <p>What are the characteristics of a hero?</p> <p>Do heroes have to be morally upright?</p>	<p>CC.11-12.RL.1, 2, 3, 4, 7, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2, a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6</p> <p>CC.11-12.L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6</p>	<p>Summative Assessment:</p> <p>Students will be continuously assessed throughout the unit through graded discussions, comprehension quizzes, and worksheets. Students will also produce a play for <i>Bowswulf</i>, which will clearly demonstrate their understanding and comprehension of the text and major themes.</p> <p>Formative Assessment:</p> <p>Although students will receive formal tests on the subject matter, the bulk of the real formative assessment will come in the form of short and long essays.</p> <p><i>Bowswulf and The Matrix</i>: Students will trace the hero's journey through both works while noting the similarities and differences between the two.</p>	<p>Reading</p> <p>Using textual evidence</p> <p>Identifying themes</p> <p>Identifying and understanding figurative language</p> <p>Identifying particular literary elements such as satire, irony, and sarcasm)</p> <p>Comprehension</p> <p>Writing</p> <p>Supporting claims in arguments</p> <p>Informative papers</p> <p>Narrative works focusing on proper elements and conventions</p> <p>Organization and style</p> <p>Embracing the writing process (edits and revisions)</p> <p>Research projects using multiple digital and print sources</p> <p>MLA citation</p>	<p>Venn Diagrams: Students will use this tool to do initial compare and contrast of <i>Bowswulf</i> and the <i>Matrix</i> as well as some of the other works as the unit progresses</p> <p>Annotations:</p> <p>Students will annotate their texts in order to aid understanding, comprehension, and discussions.</p> <p>Discussion: Through discussions, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.</p> <p>Cooperative Learning</p> <p>Homework and practice</p> <p>Identifying similarities & differences</p>	<p>Heaney, Seamus. <i>Bowswulf</i>. 1st. New York: W.W. Norton, 2000. Print.</p> <p>Brothers, The Wachowski, dir. <i>The Matrix</i>. Warner Home Video, 2007. Film. 30 Sep 2012.</p> <p><i>Paradise Lost</i> (in textbook)</p> <p>Marlowe, Christopher. <i>Dr. Faustus</i>. New York: Dover Publications, 1994. Print.</p>
2nd Quarter	<p>Themes:</p> <p>The nature and causes of madness</p> <p>Reactions to madness</p> <p>Nature vs. nurture</p> <p>Enduring Understandings</p> <p>Madness can occur in the best of people</p> <p>Madness can have destructive consequences</p> <p>Essential Questions:</p> <p>What is the nature of madness?</p> <p>How does power corrupt?</p> <p>What are the consequences of madness?</p>	<p>CC.11-12.RL.1, 2, 3, 4, 5, 7, 10</p> <p>CC.11-12.RL.1, 2, 3, 4, 5, 6, 7, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2, a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6</p> <p>CC.11-12.L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6</p>	<p>Summative Assessments</p> <p>Students will be continuously assessed throughout the unit through graded discussions, comprehension quizzes, and worksheets.</p> <p>Students will memorize two Shakespearean sonnets.</p> <p>Students will perform play portions of <i>Macbeth</i>.</p> <p>Formative Assessments</p> <p>Students will have comprehension tests on <i>Macbeth</i>.</p> <p>Students will produce a paper diagnosing <i>Macbeth</i> with one of several mental illnesses using textual evidence to back up claims.</p> <p>Students will be producing short papers analyzing Shakespearean sonnets.</p> <p>Short in-class essay modeled around AP Literature free response question:</p> <p>2001. One definition of madness is "mental delusion or the eccentric behavior arising from it." But Emily Dickinson wrote "Much madness is divinest Sense – / To a discerning Eye –" Novelists and playwrights have often seen madness with a "discerning Eye." Select a novel or play in which a character's apparent madness or irrational behavior plays an important role. Then write a well-organized essay in which you explain the significance of the "madness" to the work as a whole.</p>	<p>Reading</p> <p>Using textual evidence</p> <p>Identifying themes</p> <p>Identifying and understanding figurative language</p> <p>Identifying particular literary elements such as satire, irony, and sarcasm)</p> <p>Comprehension</p> <p>Determine central ideas of non-fiction texts</p> <p>Understanding the sequence of ideas in a non-fiction text</p> <p>Writing</p> <p>Supporting claims in arguments</p> <p>Informative papers</p> <p>Narrative works focusing on proper elements and conventions</p> <p>Organization and style</p> <p>Embracing the writing process (edits and revisions)</p>	<p>Annotations:</p> <p>Students will annotate their texts in order to aid understanding, comprehension, and discussions.</p> <p>Discussion: Through discussions, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.</p> <p>Cooperative Learning</p> <p>Homework and practice</p> <p>Identifying similarities & differences</p>	<p><i>Macbeth</i> (in textbook)</p> <p>Shakespearean sonnets</p> <p>Stevenson, Robert. <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>. New York: Dover Publications, INC., 1991. Print.</p> <p>"Porphyria's Love"</p>
3rd Quarter	<p>Enduring Understandings:</p> <p>Man vs. nature, innocence vs. experience, love, appreciation of nature, recognizing God's signs in nature, the power of nature, degenerating power of time</p> <p>Essential Questions:</p> <p>What is the relationship between man and nature?</p> <p>What causes the loss of innocence?</p> <p>Who is more powerful: man or nature?</p> <p>What changes are seen as time progresses?</p> <p>In reading selections, which words provide imagery? How?</p> <p>In reading selections, which words provide the sound of a poem? How?</p>	<p>CC.11-12.RL.1, 2, 3, 4, 7, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2, a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6</p> <p>CC.11-12.L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6</p>	<p>Summative Assessment:</p> <p>Students will be continuously assessed throughout the unit through graded discussions, comprehension quizzes, and worksheets.</p> <p>Students will engage in dramatic reenactments of both <i>Frankenstein</i> and <i>The Portrait of the Artist as a Young Man</i>.</p> <p>Students will have exercises in composing their own poems modeled on the style of various romantic poets.</p> <p>Students will trace the progression of writing in <i>The Portrait of the Artist as a Young Man</i>.</p> <p>Formative Assessment:</p> <p>Students will produce an essay analyzing the progression of language in <i>The Portrait of the Artist as a Young Man</i>.</p> <p>Students will analyze the Romantic elements in <i>Frankenstein</i> comparing with the themes in Romantic poetry.</p>	<p>Reading</p> <p>Using textual evidence</p> <p>Identifying themes</p> <p>Identifying and understanding figurative language</p> <p>Identifying particular literary elements such as satire, irony, and sarcasm)</p> <p>Comprehension</p> <p>Writing</p> <p>Supporting claims in arguments</p> <p>Informative papers</p> <p>Narrative works focusing on proper elements and conventions</p> <p>Organization and style</p>	<p>Annotations:</p> <p>Students will annotate their texts in order to aid understanding, comprehension, and discussions.</p> <p>Discussion: Through discussion, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.</p> <p>Cooperative Learning</p> <p>Homework and practice</p> <p>Identifying similarities & differences</p>	<p>Shelley, Mary. <i>Frankenstein</i>. 4th ed. New York: Dover Publications, 1994. Print.</p> <p>Romantic poetry</p> <p>Joyce, James. <i>A portrait of the artist as young man</i>. London: Print.</p> <p>Myth of Daedalus and Icarus</p>

				Embracing the writing process (edits and revisions)		
				Research projects using multiple digital and print sources		
				MLA citation		
4th Quarter	<p>Enduring Understandings:</p> <p>Freedom, control, correction through mockery</p> <p>Essential Questions:</p> <p>What is the goal of a satire?</p> <p>How can a satire be used to correct society?</p> <p>What is propaganda?</p> <p>What is the nature of freedom?</p> <p>What is the relationship between freedom and control?</p> <p>What is knowledge?</p> <p>Who controls knowledge?</p>	<p>CC.11-12.RL.1, 2, 3, 4, 6, 7, 10</p> <p>CC.11-12.RI.1, 2, 3, 4, 5, 6, 7, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2, a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6</p> <p>CC.11-12.L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6</p>	<p>Summative Assessments:</p> <p>Students will be continuously assessed throughout the unit through graded discussions, comprehension quizzes, and worksheets.</p> <p>In particular, students will be shown several satirical pieces (both written and visual) and will be asked to analyze satirical elements and the effects of these pieces.</p> <p>Students will participate in a game in which students will be particular rules to be abided by and others students will mimic the "thought police."</p> <p>Formative Assessments:</p> <p>Students will write essay analyzing the satirical effects of works from <i>The Quixote</i> as well as works by Jonathan Swift.</p> <p>Reflections on <i>1984</i> game.</p>	<p>Reading</p> <p>Using textual evidence</p> <p>Identifying themes</p> <p>Identifying and understanding figurative language</p> <p>Identifying particular literary elements such as satire, irony, and sarcasm)</p> <p>Comprehension</p> <p>Determine central ideas of non-fiction texts</p> <p>Understanding the sequence of ideas in a non-fiction text</p> <p>Writing</p> <p>Supporting claims in arguments</p> <p>Informative papers</p> <p>Narrative works focusing on proper elements and conventions</p> <p>Organization and style</p> <p>Embracing the writing process (edits and revisions)</p>	<p>Annotations:</p> <p>Students will annotate their texts in order to aid understanding, comprehension, and discussions.</p> <p>Discussions: Through discussions, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.</p> <p>Cooperative Learning</p> <p>Homework and practice</p> <p>Identifying similarities & differences</p>	<p>Orwell, George. <i>1984</i>. New York: Signet Classics, 1949. Print.</p> <p><i>Calver's Travels and A Modest Proposal</i></p>

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st qtr.	<p>Themes: -The Search for Identity</p> <p>Enduring Understandings: -People come to understand their identity in different ways -Certain life and historical events can cause one to question or lose their identity</p> <p>Essential Questions: -What is identity? -How does one determine their identity? -What factors shape identity?</p>	<p>RL 1-10 RI 1-10 W 1, 4-6, 9, 10 SL 1, 2, 6 L 1-6</p>	<p>Summative: -ORP multigenre project -analysis essay</p> <p>Formative: -story quizzes -quick write responses -paragraph analysis responses</p>	<p>Reading: -Make supported inferences and draw conclusions -Reading dramatic literature -Use a variety of pre-reading strategies -Demonstrate understanding of written information -Develop critical reading strategies -Understand how language variety reflects and shapes experience</p> <p>Writing: -Use evidence from texts read to support a position -Make connections -Use the writing process -Write to demonstrate learning -Revise grammar in context -Compose written essays that demonstrate logical thinking and development of ideas</p> <p>Speaking & Listening: -Demonstrate understanding of spoken information -Develop critical listening strategies</p>	<p>-Stack The Deck game -Graphic Organizer -Access prior knowledge -Attribute Web -Story Map -Annotations -Quick Writes -Constructed Response -Learning Logs -Graphic Organizer -Checklist for Revision -Peer Editing -Persuasive writing -Analytical writing -Synthesis writing -Reader's Theater -presentations</p>	<p>from text: -Walden -Soldier's Home -Speaking of Courage -The Girl Who Wouldn't Talk -selected poems -The Crucible</p> <p><i>The Catcher in the Rye</i></p> <p>historical background texts</p>
2nd qtr.	<p>Themes: Darkness</p> <p>Enduring Understandings: -There is a dark side to human nature and to life -Temptation is everywhere -Good can come out of bad situations</p> <p>Essential Questions: -How can we overcome the vices of man (greed, lust, hatred, etc.)? -What can we learn about human nature from stories of death, evil, etc.?</p>	<p>RL 1-10 RI 1-10 W 1-6, 10 SL 1-6 L 1-6</p>	<p>Summative: -ORP project -characterization essay -AP style multiple choice exam -presentations -creative narrative</p> <p>Formative: -short comprehension quizzes -analysis short answer responses -Venn diagrams -imagery poems</p>	<p>Reading: -Analyze text -Making connections between literature and history -Skim text for essential information</p> <p>Writing: -Use the writing process -Self-reflecting on reading and writing -Compose written essays that demonstrate logical thinking and development of ideas -Revise grammar in context -Write text that expresses judgments, focuses on the topic, and develops a position</p> <p>Speaking & Listening: -Listen for information -Find intersections between visual images and verbal communication -Speaking clearly and effectively -Recognizing language bias</p>	<p>-Graphic Organizer -Stack the Deck -Think-Write-Pair-Share -Rubrics -Peer Editing -Quick Writes -Think Aloud -Plot Development Organizer -Annotations -Writing Checklist -Quick writes -Persuasive Writing -Revision Rummy -Peer editing -Whole Group Discussion -Small Group Discussion -Presentation -Podcast -Tear & Share</p>	<p>from text: -The Minister's Black Veil -The Pit and the Pendulum -The Fall of the House of Usher -An Occurrence at Owl Creek Bridge -A Rose for Emily -The Devil and Tom Walker -selected poems</p> <p><i>The Scarlet Letter</i></p> <p>historical background texts</p>
3rd qtr.	<p>Themes: The American Dream</p> <p>Enduring Understandings: -Millions of people come to the US in search of "The American Dream" -The American Dream may not be attainable to all -America is often a symbol that does not reflect reality</p> <p>Essential Questions: -What is The American Dream? -How can The American Dream differ for people of different races, ethnic groups, religions, or time periods? -How can the pursuit of The American Dream be positive or negative?</p>	<p>RL 1-10 RI 1-10 W 1-10 SL 1-6 L 1-6</p>	<p>Summative: -research paper on historical context of novels -presentations -ORP project -close reading analysis</p> <p>Formative: -close reading practice analysis -class discussions -short quizzes -analysis responses</p>	<p>Reading: -Skimming text for essential information -Analyze text for different aspects</p> <p>Writing: -Using language appropriate for purpose and audience -Grammar & Rhetoric -Cite sources using MLA -Evaluate own writing -Create organizational coherence and flow -Research skills -Write focused, organized essay with strong thesis</p> <p>Speaking & Listening: -View media segments for information, perspectives, and possibilities -Listen for information -Apply presentation skills and protocols -Plan based on audience and purpose -Use techniques and media to enhance and enrich your message -Evaluate the quality and relevance of the message</p>	<p>-Ask questions based on reading -Determine importance -Synthesize and infer -Visualize -Chapter log -Annotations -Think-Write-Pair-Share -Reader's Theater -Oral Reading -Compare/contrast writing -Proofreading checklist -Note-taking -Use the writing process -Use annotations for analysis -PowerPoint game -You be the judge activity -Poetry recitation</p>	<p>from text: -The Love Song of J Alfred Prufrock -The Secret Life of Walter Mitty -Langston Hughes poems -selected poems</p> <p><i>-Of Mice and Men</i> <i>-The Great Gatsby</i></p> <p>historical background texts</p>
4th qtr.	<p>Themes: Injustice and oppression</p> <p>Enduring Understandings: -American history (and human history in general), unfortunately, is full of injustice and oppression, which has still</p>	<p>RL 1-10 RI 1-10 W 1-10 SL 1-6 L 1-6</p>	<p>Summative: -Persuasive essay -Fictional interview with character -Orp project</p>	<p>Reading: -Skim text for essential information -Recognize language bias -Understand how languages and dialects are used to communicate effectively in different roles and different circumstances -Understand the implications and potential</p>	<p>-Literature Circles -Character Charting -Think-Write-Pair-Share -Annotations -Graphic organizers -Author's craft -Proofreading checklist -Note-taking -Use the writing process -Use annotations for analysis</p>	<p>from text: -captivity narratives -The Declaration of Independence -Civil Rights speeches -Emancipation Proclamation</p> <p><i>To Kill a Mockingbird</i> <i>A Streetcar Named Desire</i></p> <p>historical background texts</p>

injustice and oppression, which it still persists today in various forms
-injustice and oppression can be overcome

Essential Questions:

- In what ways have different groups been oppressed in American history?
- What is the rationale for those who hold power for their oppression?
- How can one overcome injustices?
- How does literature reflect history?

Formative:

- short analysis response
- use of dialect response
- rewrite passage into professional language
- short quizzes

implications and potential consequences of language use

- Understand the appropriate uses and implications of casual or informal language vs. professional language

Writing:

- Use the writing process
- Use language appropriate for purpose and audience
- Revise and evaluate own writing
- Critique writing for sophisticated sentence structure
- Cite sources using MLA
- Create organizational coherence and flow
- Use language effectively

Speaking & Listening:

- Actively participate in small and large group discussions of literature
- Listen and identify elements of a review
- Share, acknowledge, and build on one another's ideas
- Consolidate and refine thinking
- Advocate for ideas
- Listen with empathy

analysis

- Persuasive writing
- Think Aloud
- PowerPoint Jeopardy
- Nobel Prize game
- Lecture note-taking
- Interviewing

historical background texts

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter	<p>Themes:</p> <p>Nature of journalism</p> <p>Freedom and censorship</p> <p>Journalistic ethics</p> <p>Enduring Understandings:</p> <p>Journalistic endeavors have the ability to make a difference in the world.</p> <p>Journalists have an obligation to uphold a high level of ethics in reporting.</p> <p>Essential Questions:</p> <p>How can a theme be used to guide the production of a newspaper and yearbook?</p> <p>How can journalism be a means of change in the world?</p>	<p>CC.11-12.RI.1, 2, 3, 4, 5, 6, 7, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2.a, b, c, d, e, f, 4, 5, 6, 7, 8, 9.a, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 5,</p> <p>CC.11-12.L.1.a, b, 2.a, 4.a, b, c, d, 6</p>	<p>The largest task of this course is to produce a newspaper each month. Students will be assessed upon completion of initial drafts of articles, subsequent edits, and final drafts of these articles.</p> <p>Students will have additional roles to perform, such as formatting the newspaper, collecting additional articles, and editing the articles both in class and outside. Students will be assessed on the successful completion of these tasks.</p> <p>Students will also be working on producing the yearbook.</p>	<p>Building arguments through sources</p> <p>Determining the argument in a work</p> <p>Determine vocabulary through context</p> <p>Analyze non-fiction works for purpose and style</p> <p>Write opinion pieces with clearly articulated arguments</p> <p>Strengthen writing through peer edits and revisions of drafts</p> <p>Provide evidence to arguments through discussions</p>	<p>Group projects: Students will be working in pairs to construct various projects through the quarter.</p> <p>Peer edits: Students will bring articles to class and work with pairs to edit the article for correct grammar, spelling, flow, and content.</p> <p>Student based learning will be the emphasis of the course, with students producing own topics, themes, and content.</p> <p>Group discussions: Whole class will determine aspects of newspaper through open and honest discussions.</p> <p>Self-assessments: Students will improve their own writing and the overall newspaper by self-assessing the effectiveness of the newspaper as well as taking feedback from readers.</p>	<p>McCutcheon, Randall, Kathryn T. Stofer, and James Schaffer. <i>Journalism Matters</i>. Columbus: Glencoe/McGraw-Hill, 2009. Print.</p>
2nd Quarter	<p>Themes:</p> <p>Nature of journalism</p> <p>Freedom and censorship</p> <p>Journalistic ethics</p> <p>Enduring Understandings:</p> <p>Journalistic endeavors have the ability to make a difference in the world.</p> <p>Journalists have an obligation to uphold a high level of ethics in reporting.</p> <p>Belief in something gives structure and values to one's life.</p> <p>Reporting can have a bias but needs to be factually correct.</p> <p>Essential Questions:</p> <p>How can a theme be used to guide the production of a newspaper and yearbook?</p> <p>How can journalism be a means of change in the world?</p>	<p>CC.11-12.RI.1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2.a, b, c, d, e, f, 4, 5, 6, 7, 8, 9.a, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 5,</p> <p>CC.11-12.L.1.a, b, 2.a, 4.a, b, c, d, 6</p>	<p>The largest task of this course is to produce a newspaper each month. Students will be assessed upon completion of initial drafts of articles, subsequent edits, and final drafts of these articles.</p> <p>Students will have additional roles to perform, such as formatting the newspaper, collecting additional articles, and editing the articles both in class and outside. Students will be assessed on the successful completion of these tasks.</p> <p>Students will also be working on producing the yearbook.</p> <p>Analysis paper on <i>Nickel and Dimed</i> based on arguments presented</p> <p>Stylistic analysis on <i>Nickel and Dimed</i></p> <p>Analysis of contemporary news pieces</p>	<p>Building arguments through sources</p> <p>Determining the argument in a work</p> <p>Determine vocabulary through context</p> <p>Analyze non-fiction works for purpose and style</p> <p>Write opinion pieces with clearly articulated arguments</p> <p>Strengthen writing through peer edits and revisions of drafts</p> <p>Provide evidence to arguments through discussions</p>	<p>Group projects: Students will be working in pairs to construct various projects through the quarter.</p> <p>Peer edits: Students will bring articles to class and work with pairs to edit the article for correct grammar, spelling, flow, and content.</p> <p>Student based learning will be the emphasis of the course, with students producing own topics, themes, and content.</p> <p>Group discussions: Whole class will determine aspects of newspaper through open and honest discussions.</p> <p>Self-assessments: Students will improve their own writing and the overall newspaper by self-assessing the effectiveness of the newspaper as well as taking feedback from readers.</p>	<p>McCutcheon, Randall, Kathryn T. Stofer, and James Schaffer. <i>Journalism Matters</i>. Columbus: Glencoe/McGraw-Hill, 2009. Print.</p> <p>Ehrenreich, Barbara. <i>Nickel and Dimed, On (Not) Getting By In America</i>. New York: Picador USA, 2001. Print.</p>
3rd Quarter	<p>Themes:</p> <p>Nature of journalism</p> <p>Freedom and censorship</p> <p>Journalistic ethics</p> <p>Enduring Understandings:</p> <p>Journalistic endeavors have the ability to make a difference in the world.</p>	<p>CC.11-12.RI.1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2.a, b, c, d, e, f, 4, 5, 6, 7, 8, 9.a, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 5,</p> <p>CC.11-12.L.1.a, b, 2.a, 4.a, b, c, d, 6</p>	<p>The largest task of this course is to produce a newspaper each month. Students will be assessed upon completion of initial drafts of articles, subsequent edits, and final drafts of these articles.</p> <p>Students will have additional roles to perform, such as formatting the newspaper, collecting additional articles, and editing the articles both in class and outside. Students will be assessed on the successful completion of these tasks.</p> <p>Students will also be working on producing the yearbook.</p> <p>Students will work on producing a This I Believe essay of their own. Students will potentially organize a school-wide this I believe contest.</p>	<p>Building arguments through sources</p> <p>Determining the argument in a work</p> <p>Determine vocabulary through context</p> <p>Analyze non-fiction works for purpose and style</p> <p>Write opinion pieces with clearly articulated arguments</p>	<p>Group projects: Students will be working in pairs to construct various projects through the quarter.</p> <p>Peer edits: Students will bring articles to class and work with pairs to edit the article for correct grammar, spelling, flow, and content.</p> <p>Student based learning will be the emphasis of the course, with students producing own topics, themes, and content.</p> <p>Group discussions: Whole class will determine aspects of newspaper through open and honest discussions.</p> <p>Self-assessments: Students will improve their own writing and the overall newspaper by self-assessing the effectiveness of the newspaper as well as taking feedback from readers.</p>	<p>McCutcheon, Randall, Kathryn T. Stofer, and James Schaffer. <i>Journalism Matters</i>. Columbus: Glencoe/McGraw-Hill, 2009. Print.</p> <p>Allison, Jay, and Dan Gediman. <i>This I Believe, The Personal Philosophies Of Remarkable Men And Women</i>. New York: Holt Paperbacks, 2008. Print.</p>

	<p>Journalists have an obligation to uphold a high level of ethics in reporting.</p> <p>Belief in something gives structure and values to one's life.</p> <p>Essential Questions:</p> <p>How can a theme be used to guide the production of a newspaper and yearbook?</p> <p>How can journalism be a means of change in the world?</p> <p>How can one develop and articulate one's most strongly held convictions?</p> <p>What do you believe?</p>			<p>Strengthen writing through peer edits and revisions of drafts</p> <p>Provide evidence to arguments through discussions</p>		
4th Quarter	<p>Themes:</p> <p>Nature of journalism</p> <p>Freedom and censorship</p> <p>Journalistic ethics</p> <p>Enduring Understandings:</p> <p>Journalistic endeavors have the ability to make a difference in the world.</p> <p>Journalists have an obligation to uphold a high level of ethics in reporting.</p> <p>Belief in something gives structure and values to one's life.</p> <p>Essential Questions:</p> <p>How can a theme be used to guide the production of a newspaper and yearbook?</p> <p>How can journalism be a means of change in the world?</p>	<p>CC.11-12.RI.1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2.a, b, c, d, e, f, 4, 5, 6, 7, 8, 9.a, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 5</p> <p>CC.11-12.L.1.a, b, 2.a, 4.a, b, c, d, 6</p>	<p>The largest task of this course is to produce a newspaper each month. Students will be assessed upon completion of initial drafts of articles, subsequent edits, and final drafts of these articles.</p> <p>Students will have additional roles to perform, such as formatting the newspaper, collecting additional articles, and editing the articles both in class and outside. Students will be assessed on the successful completion of these tasks.</p> <p>Students will also be working on producing the yearbook.</p>	<p>Building arguments through sources</p> <p>Determining the argument in a work</p> <p>Determine vocabulary through context</p> <p>Analyze non-fiction works for purpose and style</p> <p>Write opinion pieces with clearly articulated arguments</p> <p>Strengthen writing through peer edits and revisions of drafts</p> <p>Provide evidence to arguments through discussions</p>	<p>Group projects: Students will be working in pairs to construct various projects through the quarter.</p> <p>Peer edits: Students will bring articles to class and work with pairs to edit the article for correct grammar, spelling, flow, and content.</p> <p>Student based learning will be the emphasis of the course; with students producing own topics, themes, and content.</p> <p>Group discussions: Whole class will determine aspects of newspaper through open and honest discussions.</p> <p>Self-assessments: Students will improve their own writing and the overall newspaper by self-assessing the effectiveness of the newspaper as well as taking feedback from readers.</p>	<p>McCutcheon, Randall, Kathryn T. Stofer, and James Schaffer. <i>Journalism Matters</i>. Columbus: Glencoe/McGraw-Hill, 2009. Print.</p>

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st-4th qtr	<p>Themes: -Vocabulary building -Decode unfamiliar language based on prefixes, roots, context, and background knowledge</p> <p>Enduring Understandings: Understanding roots and prefixes will help us decode new language Building vocabulary will improve reading comprehension and writing ability</p> <p>Essential Questions: How has the English language changed over time? What are the origins of the English language? How can we decode unfamiliar language based on our knowledge of roots, prefixes, word context, and background knowledge?</p>	L 1-6	<p>Weekly quizzes and tests</p> <p>Short responses using new vocabulary</p> <p>Creation of word games</p> <p>Identify words used in news or other writing , be able to determine meanings and use of word in context</p>	<p>Understanding roots and prefixes</p> <p>Applying root and prefix knowledge to new vocabulary</p>	<p>Review games Flash cards Peer study ACT prompt based writing practice</p>	<p><i>Latin and Greek Roots</i> workbook</p>

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st qtr.	<p>Themes: The nature of tragedy</p> <p>Enduring Understandings: -Tragedy drives many authors and types of literature -Conflict has always existed, and is reflected in literature -The choice of individuals, whether powerful or average, can have wide-ranging consequences affecting many</p> <p>Essential Questions: -How does our response to tragedy and conflict inform our understanding of society and moral issues? -How does literature reflect/shape our beliefs? -What makes Shakespeare such a great writer? -To what extent are events predestined by the gods or determined by man? -How do the decisions of individuals affect others? -How can pride ruin people?</p>	<p>RL 1-10 W 1, 4-6, 9, 10 SL 1, 2, 6 L 1-6</p>	<p>Summative: -ORP project/essay -literary analysis essay -AP multiple choice test -summer reading essays</p> <p>Formative: -passage analysis -practice AP tests -comprehension quizzes -Discussions</p>	<p>Reading: -Making connections -Inferring -Synthesizing -Monitoring comprehension -Analyzing ideas and perspectives -Summarizing -Identifying the importance of literary devices</p> <p>Writing: -Using appropriate grammar/sentence structure -Connecting/Creating Ideas -Summarizing -Evaluating and analyzing -Following the writing process -Writing strong thesis statements -Developing essays using knowledge</p> <p>Speaking & Listening: -Choose words to match style/tone -Apply parts of speech correctly -Understand and use sentence structure and elements providing variety, fluency, and flow -Respond orally in discussion groups and literature circles</p>	<p>-Character analysis -Bookmarks -Focus Questions (gradual release method) -Vocabulary strategies -Rubrics -Peer Editing -Quick Writes -Think Aloud -Plot Development Organizer -Passage breakdown -Study student writing examples -sample AP prompts</p>	<p><i>How to Read Literature Like a Professor</i> <i>The Things They Carried</i> <i>The Three Theban Plays</i> <i>101 Great American Poems</i> <i>Death of a Salesman</i> <i>Hamlet</i></p>
2nd qtr.	<p>Themes: Darkness Magical Realism Colonialism</p> <p>Enduring Understandings: -Colonies were typically exploited by their colonists -History and literature are intertwined</p> <p>Essential Questions: -What were the effects of colonialism, racism, and corruption on former colonies? -How are issues of race, gender, and power corrupts? -How does literature advocate for change within a society?</p>	<p>RL 1-10 RI 1-10 W 1-6, 10 SL 1-6 L 1-6</p>	<p>Summative: -Colonialism research paper -ORP project, essay -close reading analysis paper -AP prompt essays</p> <p>Formative: -comprehension quizzes -analysis practice -discussions -vocab understanding</p>	<p>Reading: -Identify author's purpose -Analyze passages and work as a whole -Make annotations -Identify thesis, evidence, structure, style, and organization -Summarize/paraphrase -Ask questions, visualize, make connections, determine importance, infer, synthesize -Determine definition of new words from context -Analyze language patterns -Build academic vocabulary</p> <p>Writing: -Critique/evaluate writing -Make language choices appropriate to purpose and audience. -Choose words to match style/tone -Apply parts of speech correctly -Understand and use sentence structure and elements providing variety, fluency, and flow</p> <p>Speaking & Listening: -class presentations -understand lecture -Respond orally in discussion groups and literature circles</p>	<p>-Character analysis -Bookmarks -Focus Questions (gradual release method) -Vocabulary strategies -Rubrics -Peer Editing -Quick Writes -Think Aloud -Plot Development Organizer -Passage breakdown -Study student writing examples -sample AP prompts</p>	<p><i>Heart of Darkness</i> <i>One Hundred Years of Solitude</i> Dickinson poems</p>
3rd qtr.	<p>Themes: -Victorian England -French and American Revolutions - impacts on world -Modernism -Power -Epiphany</p> <p>Enduring Understandings: -Order comes from chaos -Power corrupts -Modernist writing strayed from traditional values as a reaction to war</p> <p>Essential Questions: -How have those in power treated those they have ruled over? -How did Modernist writers change traditions in literature? -How have power structures in society (government, religion, etc.) affected individuals? -What is an epiphany and how did Joyce empty epiphanies to convey his meaning?</p>	<p>RL 1-10 RI 1-10 W 1-10 SL 1-6 L 1-6</p>	<p>Summative: -ORP project, essay -poetry analysis essay -close reading analysis -AP MC, essay test</p> <p>Formative: -comprehension quizzes -analysis practice -discussions -vocab understanding</p>	<p>Reading: -Understand, and then analyze -Make annotations -Identify thesis, evidence, structure, style, and organization -Summarize/paraphrase -Ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension -Determine definition from context -Acquire a sense of language patterns; identify and interpret literary techniques -Build academic vocabulary</p> <p>Writing: -Use the writing process -Identify purpose and audience -Revise with a checklist -Critique/evaluate own writing -Choose words to match style/tone</p> <p>Speaking & Listening:</p>	<p>-Character analysis -Bookmarks -Focus Questions (gradual release method) -Vocabulary strategies -Rubrics -Peer Editing -Quick Writes -Think Aloud -Plot Development Organizer -Passage breakdown -Study student writing examples -sample AP prompts</p>	<p><i>The Wasteland</i> <i>A Tale of Two Cities</i> <i>Dubliners</i> British poets</p>

				<ul style="list-style-type: none"> -class presentations -understand lecture -Respond orally in discussion groups and literature circles 		
4th qtr.	<p>Themes:</p> <ul style="list-style-type: none"> -Absurdist writing -Isolation -Constructing meaning out of life <p>Enduring Understandings:</p> <ul style="list-style-type: none"> -Absurdist writers study human behavior closely -Sometimes it's difficult to find meaning in life <p>Essential Questions:</p> <ul style="list-style-type: none"> -How does one find meaning in life? -How does isolation affect people? -What can we learn from seemingly absurd writing and situations? 	<p>RL 1-10</p> <p>RI 1-10</p> <p>W 1-10</p> <p>SL 1-6</p> <p>L 1-6</p>	<p>Summative:</p> <ul style="list-style-type: none"> -ORP project, essay -poetry analysis essay -AP MC, essay test <p>Formative:</p> <ul style="list-style-type: none"> -comprehension quizzes -analysis practice -discussions -vocab understanding 	<p>Reading:</p> <ul style="list-style-type: none"> -Understand, and then analyze -Make annotations -Identify thesis, evidence, structure, style, and organization -Summarize/paraphrase -Ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension -Determine definition from context -Acquire a sense of language patterns; identify and interpret literary techniques -Build academic vocabulary <p>Writing:</p> <ul style="list-style-type: none"> -Use the writing process -Identify purpose and audience -Revise with a checklist -Critique/evaluate own writing -Choose words to match style/tone <p>Speaking & Listening:</p> <ul style="list-style-type: none"> -class presentations -understand lecture -Respond orally in discussion groups and literature circles 	<ul style="list-style-type: none"> -Character analysis -Bookmarks -Focus Questions -Vocabulary strategies -Rubrics -Peer Editing -Quick Writes -Think Aloud -Plot Development Organizer -Passage breakdown -Study student writing examples -sample AP prompts 	<p><i>The Metamorphosis</i></p> <p><i>Waiting for Godot</i></p> <p><i>Great American Short Stories</i></p> <p>American poets</p>

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Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter	<p>Themes:</p> <p>The power of words and language</p> <p>Argumentation, logic, justice</p> <p>Enduring Understanding</p> <p>Words can carry great weight</p> <p>Language is the most powerful way of convincing</p> <p>Essential Questions:</p> <p>How can language be used to convince people?</p> <p>What is justice?</p> <p>Is there any benefit to justice?</p> <p>How should a nation be ruled?</p>	<p>CC.11-12.RL.1, 2, 3, 4, 7, 10</p> <p>CC.11-12.RL.1, 2, 3, 4, 5, 6, 7, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2, a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6</p> <p>CC.11-12.L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6</p>	<p>Students should expect regular quizzes on the reading for class as well as the topics covered in the various textbooks. The purpose of these quizzes will be to (1) ensure the timely arrival of students to class, and (2) ensure that students are reading the assigned material and paying attention to the discussions in class. Spark Notes, Cliff Notes, and similar study guides will not help students in these quizzes.</p> <p>A cumulative evaluation of every concept and reading assignment will be given regularly.</p> <p>There will be weekly written timed essays taken from AP exams from previous years. These essays will help students prepare for the AP exam in May. Timed essays will be on a grading scale of 1-9. Students will be given a grade based on their maintaining or improving their score on a consistent basis. Students will also be given a multiple-choice exam mimicking the AP exam. These exams will be given once a month and will also help students prepare for their AP exams.</p> <p>Students will undergo intensive instruction on how to write, as well as how to make their writing grammatically and stylistically sound. This will be informally accomplished through daily journals focusing on responses to questions posed by the teacher, reflections on a writing assignment, or events from the day. Journals will be a minimum of five minutes in length and will slowly apply the rules of grammar as introduced in class.</p> <p>Students will be asked to imitate the styles of each author covered throughout the year.</p> <p>Students will be assigned specific topics to post on a class Word press blog. Posts will be short (around 350 words), but contain thought and insight on the topics assigned. Students will then post responses to their classmates' posts through the comment section of the blog. This will allow for a greater level of formality in their writing as they have a real life audience in mind when writing.</p> <p>Composition: Rhetorical analysis essay on <i>The Corporation</i> Prompt: In the beginning of the course, we learned that Aristotle defined rhetoric as "the faculty of observing in any given case the available means of persuasion." When viewing the 2005 documentary <i>The Corporation</i>, one quickly notices that Mark Achbar and Jennifer Abbott were not shy about their intention to persuade the viewers about the evils of corporations. From the choice of music and narration to the juxtaposing of images, the directors have employed some clear rhetorical devices to achieve their purpose.</p> <p>Using your knowledge of rhetorical devices and the different types of appeals, write a carefully articulated essay in which you analyze the methods employed in <i>The Corporation</i> to construct the argument. You should go beyond the mere identification of the rhetorical strategies used but describe <i>how</i> the strategies are utilized to build and achieve the intended argument. Be sure that your essay is well organized and that it moves smoothly from one idea to another, so that your reader can easily follow your development of each point.</p>	<p>develop a wide-ranging vocabulary</p> <p>identify and implement an effective use of rhetoric and style, focusing on tone, voice, diction, syntax, and both simple and complex sentence structures</p> <p>progress in their writing through the use of drafts and editing skills</p> <p>analyze images as texts</p> <p>identify arguments and intents of authors, while understanding the use of rhetoric by authors to enhance their argument</p> <p>learn to cite their work according to MLA standards</p>	<p>Annotations:</p> <p>Students will annotate their texts in order to aid understanding, comprehension, and discussions.</p> <p>Discussions: Through discussions, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.</p> <p>Cooperative Learning</p> <p>Homework and practice</p> <p>Identifying similarities & differences</p> <p>Practice exams of both multiple choice and free response</p>	<p>Corbett, Edward, and Robert Connors. <i>Classical Rhetoric for the Modern Student</i>. 4th. New York: Oxford University Press, 1999. Print.</p> <p>Plato. <i>Republic</i>. New York: Barnes, 2005. Print.</p> <p><i>The Corporation</i>. Dir. Mark Achbar & Jennifer Abbott. Zeitgeist Films, 2005. DVD.</p> <p>Lunsford, Andrea A., and John J. Ruszkiewicz. <i>Everything's An Argument</i>. 5th ed. Bedford/St. Martin's, 2010. Print.</p> <p>Strunk, William, and E. B. White. <i>The Elements Of Style</i>. 4th ed. Pearson Education Company, 2000. Print.</p>
2nd Quarter	<p>Themes:</p> <p>Human nature, justice, virtues</p>	<p>CC.11-12.RL.1, 2, 3, 4, 5, 7, 10</p> <p>CC.11-12.RL.1, 2, 3, 4, 5, 6, 7, 10</p>	<p>Students should expect regular quizzes on the reading for class as well as the topics covered in the various textbooks. The purpose of these quizzes will be to (1) ensure the timely arrival of students to class, and (2) ensure that students are reading the assigned material and paying attention to the discussions in class. Spark Notes, Cliff Notes, and similar study guides will not help students in these quizzes.</p> <p>A cumulative evaluation of every concept and reading assignment will be given regularly.</p>	<p>develop a wide-ranging vocabulary</p> <p>identify and implement an effective use of rhetoric and style, focusing on tone, voice, diction, syntax, and both simple and complex sentence structures</p>	<p>Annotations:</p> <p>Students will annotate their texts in order to aid understanding, comprehension, and discussions.</p> <p>Discussions: Through discussions, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.</p>	<p>Corbett, Edward, and Robert Connors. <i>Classical Rhetoric for the Modern Student</i>. 4th. New York: Oxford University Press, 1999. Print.</p> <p>Plato. <i>Republic</i>. New York: Barnes, 2005. Print.</p>

<p>Enduring Understanding</p> <p>The power of words</p> <p>Human nature is something to consider when designing laws</p> <p>Essential Questions:</p> <p>What is human nature?</p> <p>What is the difference between nature and nurture?</p> <p>How can human nature be curbed?</p> <p>What is the nature of freedom?</p>	<p>CC.11-12.W.1.a, b, c, d, e, 2, a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6</p> <p>CC.11-12. L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6</p>	<p>There will be weekly written timed essays taken from AP exams from previous years. These essays will help students prepare for the AP exam in May. Timed essays will be on a grading scale of 1-9. Students will be given a grade based on their maintaining or improving their score on a consistent basis. Students will also be given a multiple-choice exam mimicking the AP exam. These exams will be given once a month and will also help students prepare for their AP exams.</p> <p>Students will undergo intensive instruction on how to write, as well as how to make their writing grammatically and stylistically sound. This will be informally accomplished through daily journals focusing on responses to questions posed by the teacher, reflections on a writing assignment, or events from the day. Journals will be a minimum of five minutes in length and will slowly apply the rules of grammar as introduced in class.</p> <p>Students will be asked to imitate the styles of each author covered throughout the year.</p> <p>Students will be assigned specific topics to post on a class Word press blog. Posts will be short (around 350 words), but contain thought and insight on the topics assigned. Students will then post responses to their classmates' posts through the comment section of the blog. This will allow for a greater level of formality in their writing as they have a real life audience in mind when writing.</p> <p>Composition: Argumentative/persuasive essay on Hobbes or Machiavelli</p> <p>Prompt: Reading Niccolò Machiavelli and Thomas Hobbes, one gets a similar view of mankind but with radically different suggestions for its management. Using your own critical understanding of contemporary society as evidence, write a carefully argued essay that explains your support of either Machiavelli or Hobbes. Be sure that your essay is well organized and that it moves smoothly from one idea to another, so that your reader can easily follow your development of each point. Your essay will be peer reviewed and evaluated by the instructor on the elements of organization.</p>	<p>progress in their writing through the use of drafts and editing skills</p> <p>analyze images as texts</p> <p>identify arguments and intents of authors, while understanding the use of rhetoric by authors to enhance their argument</p> <p>learn to cite their work according to MLA standards</p>	<p>Cooperative Learning</p> <p>Homework and practice</p> <p>Identifying similarities & differences</p> <p>Practice exams of both multiple choice and free response</p>	<p>Lunsford, Andrea A., and John J. Ruszkiewicz. <i>Everything's An Argument</i>. 5th ed. Bedford/St. Martin's, 2010. Print.</p> <p>Strunk, William, and E. B. White. <i>The Elements Of Style</i>. 4th ed. Pearson Education Company, 2000. Print.</p> <p>Machiavelli, Niccolò, and Wayne A. Reborn. <i>The Prince And Other Writings</i>. New York City: Barnes & Noble, 2003. Print.</p> <p><i>Al-Madinali al-Fadilah</i> by Al-Farabi</p> <p>Hobbes , Thomas . <i>Leviathan</i> . London: Barnes and Noble Library of Essential Reading, 1651. Print.</p>
<p>3rd Quarter</p> <p>Themes:</p> <p>Human nature</p> <p>Justice</p> <p>Dystopia</p> <p>Enduring Understanding</p> <p>Power of language</p> <p>Human nature and government control</p>	<p>CC.11-12.RL.1, 2, 3, 4, 7, 10</p> <p>CC.11-12.RL.1, 2, 3, 4, 5, 6, 7, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2, a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6</p> <p>CC.11-12. L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6</p>	<p>Students should expect regular quizzes on the reading for class as well as the topics covered in the various textbooks. The purpose of these quizzes will be to (1) ensure the timely arrival of students to class, and (2) ensure that students are reading the assigned material and paying attention to the discussions in class. Spark Notes, Cliff Notes, and similar study guides will not help students in these quizzes.</p> <p>A cumulative evaluation of every concept and reading assignment will be given regularly.</p> <p>There will be weekly written timed essays taken from AP exams from previous years. These essays will help students prepare for the AP exam in May. Timed essays will be on a grading scale of 1-9. Students will be given a grade based on their maintaining or improving their score on a consistent basis. Students will also be given a multiple-choice exam mimicking the AP exam. These exams will be given once a month and will also help students prepare for their AP exams.</p> <p>Students will undergo intensive instruction on how to write, as well as how to make their writing grammatically and stylistically sound. This will be informally accomplished through daily journals focusing on responses to questions posed by the teacher, reflections on a writing assignment, or events from the day. Journals will be a minimum of five minutes in length and will slowly apply the rules of grammar as introduced in class.</p> <p>Students will be asked to imitate the styles of each author covered throughout the year.</p> <p>Students will be assigned specific topics to post on a class Word press blog. Posts will be short (around 350 words), but contain thought and insight on the topics assigned. Students will then post responses to their classmates' posts through the comment section of the blog. This will allow for a greater level of formality in their writing as they have a real life audience in mind when writing.</p> <p>Composition: Synthesis essay</p>	<p>develop a wide-ranging vocabulary</p> <p>identify and implement an effective use of rhetoric and style, focusing on tone, voice, diction, syntax, and both simple and complex sentence structures</p> <p>progress in their writing through the use of drafts and editing skills</p> <p>analyze images as texts</p> <p>identify arguments and intents of authors, while understanding the use of rhetoric by authors to enhance their argument</p> <p>learn to cite their work according to MLA standards</p>	<p>Annotations</p> <p>Students will annotate their texts in order to aid understanding, comprehension, and discussions.</p> <p>Discussions: Through discussions, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.</p> <p>Cooperative Learning</p> <p>Homework and practice</p> <p>Identifying similarities & differences</p> <p>Practice exams of both multiple choice and free response</p>	<p>Corbett, Edward, and Robert Connors. <i>Classical Rhetoric for the Modern Student</i>. 4th. New York: Oxford University Press, 1999. Print.</p> <p>Lunsford, Andrea A., and John J. Ruszkiewicz. <i>Everything's An Argument</i>. 5th ed. Bedford/St. Martin's, 2010. Print.</p> <p>Strunk, William, and E. B. White. <i>The Elements Of Style</i>. 4th ed. Pearson Education Company, 2000. Print.</p> <p>Locke, John. <i>The Second Treatise of Civil Government</i>. New York: Prometheus Books, 1986. Print.</p> <p>Mars, Karl, Frederick Engels, et al. <i>Communist Manifesto and Other Revolutionary Writings</i>. 1st ed. Mineola: Dover Publications, Inc., 2003. Print.</p> <p>Niccolò, Andrew, dir. <i>Gattaca</i>. Sony Pictures Home Entertainment, 2008. Film.</p>

	<p>There is no such thing as an ideal society</p> <p>Essential Questions:</p> <p>How is human nature used in making laws?</p> <p>How is human nature shown through laws?</p> <p>What is the nature of justice?</p>		<p>Prompt: Although Plato, Al-Fārābī, Machiavelli, Hobbes, Locke, and Marx lived in vastly different places and times, their ideas touch on many of the same crucial issues that still plague our lives today including the nature of man, the role of government in the life of an individual, and the distribution of property in a society. Choose one of these three crucial issues and write an essay synthesizing the spectrum of viewpoints on that topic. Remember to attribute both direct and indirect citations. Refer to the sources by authors' last names or by titles. Avoid mere paraphrase or summary.</p>			
<p>4th Quarter</p>	<p>Themes:</p> <p>Propaganda, government control, freedom</p> <p>Enduring Understanding:</p> <p>Freedom can be limited</p> <p>The power of language</p> <p>The power of control</p> <p>Freedom of speech and thought</p> <p>Essential Questions:</p> <p>How is freedom related to control?</p> <p>Where is freedom to be found?</p> <p>What is the nature of freedom?</p> <p>How can people be controlled?</p>	<p>CC.11-12.RL.1, 2, 3, 4, 6, 7, 10</p> <p>CC.11-12.RL.1, 2, 3, 4, 5, 6, 7, 10</p> <p>CC.11-12.W.1.a, b, c, d, e, 2, a, b, c, d, e, f, 3.a, b, c, d, e, 4, 5, 6, 7, 8, 10</p> <p>CC.11-12.SL.1.a, b, c, d, 2, 3, 4, 5, 6</p> <p>CC.11-12.L.1.a, b, 2.a, b, 3.a, 4.a, b, c, d, 5.a, b, 6</p>	<p>Students should expect regular quizzes on the reading for class as well as the topics covered in the various textbooks. The purpose of these quizzes will be to (1) ensure the timely arrival of students to class, and (2) ensure that students are reading the assigned material and paying attention to the discussions in class. Spark Notes, Cliff Notes, and similar study guides will not help students in these quizzes.</p> <p>A cumulative evaluation of every concept and reading assignment will be given regularly.</p> <p>There will be weekly written timed essays taken from AP exams from previous years. These essays will help students prepare for the AP exam in May. Timed essays will be on a grading scale of 1-3. Students will be given a grade based on their maintaining or improving their score on a consistent basis. Students will also be given a multiple-choice exam mimicking the AP exam. These exams will be given once a month and will also help students prepare for their AP exams.</p> <p>Students will undergo intensive instruction on how to write, as well as how to make their writing grammatically and stylistically sound. This will be informally accomplished through daily journals focusing on responses to questions posed by the teacher, reflections on a writing assignment, or events from the day. Journals will be a minimum of five minutes in length and will slowly apply the rules of grammar as introduced in class.</p> <p>Students will be asked to imitate the styles of each author covered throughout the year.</p> <p>Students will be assigned specific topics to post on a class Word press blog. Posts will be short (around 350 words), but contain thought and insight on the topics assigned. Students will then post responses to their classmates' posts through the comment section of the blog. This will allow for a greater level of formality in their writing as they have a real life audience in mind when writing.</p> <p>Research Paper</p> <p>Prompt: After having read numerous texts dealing with the theme of the ideal state, your task now is to design your own ideal state. Using the texts from class and our discussions as a base, design the elements of your ideal state including, but not limited to, the type of government, the role of the government, the role of the citizens, and the method of control. Your plan should be extensive and well justified over the course of at least six pages.</p> <p>Research Paper</p> <p>Prompt: As an AP English Language and Composition student you have memorized and learned the practical use of various rhetorical strategies. Now it is time to turn the tables. Choose from the following two options, either:</p> <p>1) Consider a rhetorical strategy that you find very effective and</p> <p><input type="checkbox"/> Define the strategy</p> <p><input type="checkbox"/> Explain where its most common use has been found</p> <p><input type="checkbox"/> what genre it is used most commonly in (historically)</p> <p><input type="checkbox"/> for what purpose it has been most commonly used for (historically)</p> <p><input type="checkbox"/> Explain, if possible, what can be done to improve this strategy</p> <p>2) Invent your own rhetorical strategy by</p>	<p>develop a wide-ranging vocabulary</p> <p>identify and implement an effective use of rhetoric and style, focusing on tone, voice, diction, syntax, and both simple and complex sentence structures</p> <p>progress in their writing through the use of drafts and editing skills</p> <p>analyze images as texts</p> <p>identify arguments and intents of authors, while understanding the use of rhetoric by authors to enhance their argument</p> <p>learn to cite their work according to MLA standards</p>	<p>Annotations:</p> <p>Students will annotate their texts in order to aid understanding, comprehension, and discussions.</p> <p>Discussion: Through discussions, students will develop their ideas by having them challenged by other students. Students will have to provide evidence to back up their claims.</p> <p>Cooperative Learning</p> <p>Homework and practice</p> <p>Identifying similarities & differences</p> <p>Practice exams of both multiple choice and free response</p>	<p>Corbett, Edward, and Robert Connors. <i>Classical Rhetoric for the Modern Student</i>. 4th. New York: Oxford University Press, 1999. Print.</p> <p>Lunsford, Andrea A., and John J. Ruszkiewicz. <i>Everything's An Argument</i>. 5th ed. Bedford/St. Martin's, 2010. Print.</p> <p>Strunk, William, and E. B. White. <i>The Elements of Style</i>. 4th ed. Pearson Education Company, 2000. Print.</p> <p>Niecol, Andrew, dir. <i>Gattaca</i>. Sony Pictures Home Entertainment, 2008. Film.</p> <p>Orwell, George. <i>1984</i>. New York: Signet Classics, 1949. Print.</p> <p>Carl, Orson Scott. <i>Under the Dome</i>. New York: Tom Doherty Associates, 1994. Print.</p>