English 11

St. Joseph Public Schools

Curriculum

2012 - 2013

Year at a Glance

Name of Unit	Learning Goals	Essential Questions
Unit 1: **The Power of Language to Transform Lives**	• Student will be able to create reflective writings (including narrative and poetry). • Student will be able to understand historical context and cultural influences of the Anglo-Saxon and Medieval periods. • Student will be able to identify, analyze, and use elements of Old English poetry.	• How does our past influence our present? • How does literature reflect the values of our time? • What is the evolution of our language and how does that affect our writing?
Unit 2: **Informed Decision Making**	• Student will be able to understand historical context and cultural influences of the English Renaissance. • Identify and analyze characteristics of Shakespearean tragedy. • Student will be able to understand and employ argumentation and persuasion techniques.	• What are the effects/consequences of our choices? • What is Shakespeare's influence on our language and our culture? • How can I use language to articulate a well-organized argument?
Unit 3: **Technology: The Potential for Enhancing Human Life**	• Student will be able to identify elements of dystopian literature. • Student will be able to make connections between literature and life. • Student will be able to use technology to articulate a well-developed analysis of literature. • Student will be able to locate, use, and synthesize informational texts.	• How are dystopian elements reflected in the world around us? • How can I inform myself about issues that impact the daily lives of Americans? • What is at stake if citizens in the 21st century do not recognize their part in social issues? • How can I use emerging technologies to effectively communicate a point of view?
Unit 4: **Understanding Human Nature: Coping with Crisis, Chaos, and Change**	• Student will be able to identify elements of satire. • Student will be able to identify, use, and correctly cite reliable sources to develop an argument. • Student will be able to recognize critiques of society and human nature across multiple genres of writing.	• Which literary devices are most commonly used, and most effective, in a satire? • How can I use information from reliable outside sources to develop an argument? • What aspects of human nature are worthy of criticism? What aspects are worthy of praise?

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Unit 1: The Power of Language to Transform Lives

Unit 1 Overview: (Narrative description of unit purpose)
The writing component of the unit will move the English 11 student toward college readiness. After establishing a classroom community through "getting to know you" activities and classroom rules and procedures, this unit will invite students to explore personal experiences through narrative writing, including narrative poetry. Students will use a variety of pre-writing and organizing techniques with the primary goal of writing a developed personal narrative, extended metaphor poem, character sketch, and researched reflective essay. They will use a variety of techniques to develop pieces with effective supporting details, including the use of description, examples, facts, reasons, and explanation; they will also use a variety of techniques to develop pieces with effective imagery and figurative language. Throughout the unit students will learn and use common writing terminology, and they will practice writing skills such as showing vs. telling and becoming clear and concrete. Also, they will practice the grammar, usage, and punctuation skills identified in the Academic Vocabulary and Word Study section of this unit; much of this practice will help prepare students for standardized testing. Students will use Google Docs or other online collaboration tools as well as publish their finished writings in an online portfolio. Participation in response groups and revision strategies will be an integral part of all assignments. Students will also become familiar with the SJHS media center and will choose an outside reading book of choice as one of their main pieces of literature for this unit.

In the literary part of the unit, students will focus on narrative poetry (including epic). Students will also choose a novel for independent reading. A variety of reading strategies will be emphasized (pre-reading, previewing, re-reading, questioning, connecting, comparing, extending, marking a text for important information) along with recognition of literary elements, some of which are specific to Anglo-Saxon and Medieval literature. After identifying and analyzing literary elements in texts read together in class, students will be expected to apply these elements/terms to works that they will read independently. Students will practice reading and marking a text for important information, with particular emphasis on finding the universal truths/theme/purpose within a text, pushing students beyond the literal level. Students will also be exposed to nonfiction selections in which they will be expected to identify the main point/central argument and how the author supports and develops it. In all texts, including a novel, students should practice making inferences and drawing conclusions based on textual evidence. While students should enjoy the selections from a reader's perspective, they should also be aware, throughout this unit, of the writer's craft in constructing written works.

Unit 1 Learning Goals:

Beowulf
The student will be able to
- Comprehend early Anglo Saxon literature - its complexity, its poetic language.
- Understand the historical implications and significance of *Beowulf* and its greater overarching connections to the power of language.
- Understand and identify the elements of epic poetry: setting, plot, dialogue, theme, style, and diction.
- Apply the following poetic devices to both the reading and writing of *Beowulf*: kenning, epithet, allusion, epic hero, caesura, alliteration.
- Discover and analyze the greater themes and universal truths embedded in the epic poem.
- Identify and explain the significance of certain literary symbols and motifs.

Chaucer: *The Canterbury Tales*
The student will be able to
- Understand and apply your understanding of the transcending historical relevance of Geoffrey Chaucer on the English Language, literature, and culture.
- Classify the genre of Medieval narratives.
- Identify and apply the following literary devices: direct and indirect characterization, irony, concrete imagery, and figurative language.
- Classify and apply the characteristics of satirical writing.
- Comprehend and examine the overarching themes of Chaucer's "General Prologue" and other tales.
- Write a poem in the style of Chaucer with iambic pentameter and rhymed couplets.

Narratives
The student will be able to
- Read exemplar narratives to understand author's purpose, point of view, narrative techniques, and concrete, specific imagery.
- Use narrative techniques to draft a series of personal narratives.
- Incorporate the elements of narrative writing (story elements).
- Compose a sophisticated introduction technique.
- Tell your story in first person point of view.
- Compose an effective conclusion.
- Use proper English conventions (spelling, grammar, punctuation, and capitalization).
- Use technology to draft, revise, and publish personal narratives.
- Utilize feedback from peer response groups to aid in revision process.
- Polish one personal narrative for a final draft to be shared in on-line portfolio.
- Reflect on the narrative writing and revision process.

Unit 1 Anchor Texts:

Narrative Exemplar Texts *Beowulf*
Chaucer: *The Canterbury Tales* Independent Novel – British author (contemporary or classical)

Unit 1 Key Concepts and Skills:

By the end of this unit, student will be able to

- Write routinely over extended and short time frames for a variety of audiences and purposes.
- Apply the language of the 6 + 1 Traits rubric to create effective, original writing.
- Apply the language of the 6 + 1 Traits rubric to evaluate writing.
- Reflect on our past, present, and future through writing and sharing journals (or quick-writes).
- Develop ideas for narratives through pre-writing strategies: daybook, journal, graphic organizers…etc.
- Read a series of exemplar narratives (written by published authors and student authors) which demonstrate effective writing techniques, such as first-person point of view, characterization, setting, use of detail, word choice, figurative language, concrete and specific imagery.
- Determine author's purpose and how ideas are developed in particular sections of a text. Relate this to ways in which they would develop their own ideas.
- Practice using deliberate fragments and punctuation for effect.
- Understand, recognize, and practice writing skills/ craft and become familiar with the terminology associated with these skill: show vs. tell; imagery; concrete vs. abstract; strong verbs, precise nouns; idea development; organization; voice; sentence fluency; word choice; tone; conventions; purpose, audience.
- Participate in whole-class reading and independent reading to understand the early Anglo-Saxon literature and medieval literature—its complexity and poetic language.
- Independently read and understand non-fiction historical articles and determine the greater implications to the essential questions.
- Productively participate in class discussions (small group and large group), expressing ideas clearly and concisely so that others can follow them, and productively build on the ideas of others through engaged listening.
- Respond to reading through writing in a variety of forms (discussion threads, journaling, poems, scripts…etc.).
- Collaboratively create an oral presentation / lesson.
- Use audio editing technology to create a podcast.
- Demonstrate understanding of reading by restating, paraphrasing, summarizing, critiquing, or composing a personal response.
- Participate in Socratic seminars and/or class discussion with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.).
- Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials; analyze impact of word choice on meaning and tone.
- Understand and use academic and domain-specific language: alliteration, assonance, epithet, kenning.
- Write using iambic pentameter and rhyming couplets.

- Use characterization techniques to create an original character sketch.

Unit 1 Time Span: (Length of Unit)
14 Weeks

Assessment: (Methods Used for Formative and Summative)

Formative
- Class discussion
- Read alouds
- Finding examples of effective writing
- Quick writes
- Text-marking/annotating
- Using rubrics to assess your own and other students' writing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback
- Reading comprehension checks
- 2-3 short introductory writing pieces
- 2-3 narrative drafts

Summative
- 1 final narrative with multiple drafts
- 1 or 2 pieces of writing related to independent reading
- 1 extended metaphor (Kenning) poem
- 1 character sketch poem
- 1 researched reflective essay on college choices
- 1 reflective writing which evaluates the student's own writing skills/progress
- 1 podcast
- Tests and quizzes
- Online portfolio comprised of writings listed above

Unit 1 Academic Vocabulary and Word Study:
Writing and Reading Terminology

- 6+1 Traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Rubric
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Showing vs. Telling

- Concrete/Specific vs. Abstract/General
- Imagery
- Figurative Language
- Literal Language
- Simile
- Metaphor
- Personification
- Tone
- Mood

- Organizing/Chunking Information
- Hook/Introduction/Lead
- Conclusion/Clincher
- Conflict (internal, external)
- Strong Verbs
- Precise Nouns
- Purpose
- Audience
- MLA Formatting
- Showing

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Unit 1 Academic Vocabulary and Word Study, cont.:

Writing and Reading Terminology Telling

- Poetry
- Lyric Poetry
- Prose
- Narrative
- Essay
- Transitions
- Thesis
- Topic Sentence
- Flowery Language
- Pretentious Language
- Works Cited Page
- Alliteration
- Assonance
- Kenning
- Epithet
- Caesura
- Frame Tale
- Beast-fable
- Parable
- Satire
- Irony
- Anglo Saxon (culture, poets, poetry)

- Plot (exposition, rising action, conflict, complication, climax, falling action, resolution)
- Theme
- Setting
- Plot
- Dialogue
- Extended Metaphor
- Style
- Allusion
- Epic Hero
- Symbols
- Motifs
- Geoffrey Chaucer
- *The Canterbury Tales*
- *Beowulf*
- Grendel
- Medieval
- Direct Characterization
- Indirect Characterization
- Iambic Pentameter
- Rhymed Couplets

- Point of View (first person, second person, third person)
- Fiction
- Non-fiction
- Thomas Beckett
- Pilgrim
- Pilgrimage
- Shrine
- Feudalism
- Magna Carta
- Black Death
- Middle English
- Aristocrat
- Protestant
- Dissenter
- Peasants
- Pardoner
- Guildsman
- Knight
- Prologue
- Protagonist
- Antagonist

Unit 1 Academic Vocabulary and Word Study:

Convention Terminology

- Clause
- Dependent Clauses
- Sentence Fragments (effective/deliberate and ineffective)
- Run-on Sentences
- Fused Sentence

- Phrase
- Independent Clauses
- Comma Splices
- Semi-colons
- Colons
- Title Punctuation
- Agreement (noun-verb agreement, pronoun-antecedent)

- Adjectives Out of Order
- Participial Phrase
- Absolute
- Appositive
- Active verbs

Technology Terminology
- Home Directory
- Word Document
- PDF
- Google Docs
- Flash Drive/Jump Drive/USB Drive
- Upload/Download
- Attaching Files
- Folders
- File Extension
- Bookmarking
- Copy/Paste/Insert

Public Speaking Terminology
- VEERPS (volume, eye-contact, enunciation, rate, posture, subject)

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Unit 1 Common Core Standards

Reading: Literature

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. 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.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- RL.11-12.9. Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same period treat similar themes or topics.

Reading: Informational Texts

- RI. 11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI. 11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI. 11-12.4. 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).

Writing

- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking and Listening

- SL. 11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL. 11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL. 11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.3. 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.

Unit 2:   Informed Decision Making

Unit 2 Overview: (Narrative Description of Unit Purpose)

Unit two, Informed Decision-Making, builds on unit one. Students will expand their reading repertoire to include Shakespearean tragedy and another novel of choice. The unit includes a brief study of the Renaissance to provide a context for the times in which Shakespeare wrote. Reading skills such as previewing, reading aloud, summarizing, paraphrasing, and addressing vocabulary with context clues will be emphasized. To supplement the study of Shakespeare, students may read additional selections to make connections among works and to discover that the consequences of decisions often transcend time, place, and culture. They will review key literary terms that apply to drama.

As part of this unit, students will produce a multi-paragraph persuasive essay and a personal reflection essay. The persuasive essay invites students to choose their own topic and construct their own thesis statement. Specific writing vocabulary for persuasion is reviewed, and purposeful, timed persuasive writing is emphasized. The personal reflection essay is a researched summary of the student's post-secondary plans. Students will assess their growth in writing throughout the semester by analyzing their writing to identify their strengths and weaknesses. At the end of this unit, students will take a semester test, which encompasses all the skills taught and practiced throughout the semester, including reading and analyzing literature and nonfiction selections that they have not previously read, as well as a timed persuasive essay.

Unit 2 Learning Goals:

Shakespeare
The student will be able to
- Understand the historical context and cultural influences of the Renaissance period.
- Understand the conventions of Shakespearean drama and tragedy.
- Analyze poetic and Shakespearean language, including word play and blank verse.
- Identify and analyze characteristics of a Shakespearean tragedy: aside, monologue, soliloquy, scene.
- Interpret figurative language: hyperbole, simile, metaphor.
- Identify and interpret irony (verbal, situational, dramatic) and foreshadowing.
- Use context as a clue to meaning.
- Determine figurative and connotative meaning.
- Develop strategies for reading a Shakespearean drama.
- Summarize key ideas.
- Analyze a film interpretation of a Shakespearean play, evaluating how it interprets the source text.

Persuasive Writing
The student will be able to
- Analyze exemplar persuasive essays to understand author's purpose, point of view, and persuasive techniques, including refutation of counter-argument and concession.
- Develop brainstorming techniques and pre-writing strategies.
- Use persuasive techniques to draft a series of persuasive essays.
- Compose sophisticated introductions.
- Determine audience, tone, and mood.
- Clearly establish a convincing point of view and support it with evidence from texts, personal experiences, or prior knowledge.
- Develop a thesis, complex and arguable.
- Develop an effective method of organization that presents the information logically (leaving them wanting to change their thinking, strongly agree with the writer, or even spring into action).
- Incorporate effective transitions between subpoints.
- Incorporate refutation of counter-argument and concession.
- Compose an effective conclusion.
- Use proper English conventions (spelling, grammar, punctuation, and capitalization).
- Use technology to draft, revise, and publish persuasive essays.
- Utilize feedback from peer response groups to aid in revision process.
- Polish one persuasive essay for a final draft to be shared in online portfolio.
- Reflect on the persuasive essay and revision process.

Unit 2 Anchor Texts:

Shakespeare's *Macbeth*
Exemplar Persuasive Essays

Independent Reading (Possible Non-Fiction)

Unit 2 Key Concepts and Skills:

- Make connections between issues in Shakespeare's work and the human experience, past and present; analyze how Shakespeare treats historical themes or topics, or how a later author draws on Shakespeare's work.
- Analyze the representation of a theme or key scene from Shakespeare's work in two different artistic mediums.
- Briefly study the background of Shakespearean drama and Elizabethan Age and the Renaissance: Globe theater, elements of the theater, costumes and props, audience, Shakespearean language, and word order.
- Read aloud excerpts from *Macbeth*, practicing oral delivery: pacing, eye contact, vocal articulation, dramatic interpretation. Excerpts may be required to be memorized or not.
- Analyze character development and character relationships; determine dynamic and static characters.
- Determine central idea, key facts, point of view, and purpose; cite evidence to support what the text says explicitly and inferentially.
- Determine the meaning of words and phrases as they are used in a text; analyze impact of word choice on meaning and tone.
- Acquire and use academic and domain-specific language: see list under Academic Vocabulary and Word Study.
- Continue to use all steps of the writing process: *prewriting, drafting, revising, editing, polishing*.
- Write routinely over extended and short time frames for a variety of audiences and purposes producing clear and coherent writing.
- Continue to practice and use writing skills/craft and terminology: show vs. tell, imagery, concrete vs. abstract, strong verbs, precise nouns, idea development, organization, voice, sentence fluency, word choice, tone, conventions.
- Participate in Socratic seminars and/or class discussion with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.).
- Engage in one short research activity related to post-secondary plans by locating information from a variety of sources: print; database, Internet. Present information in a reflective essay using student's own words (paraphrasing); create MLA Works Cited page for the information.
- Use specific evidence from personal experience, with emphasis on using logic and choosing evidence that makes the strongest argument.
- Write a multi-paragraph persuasive essay, using a variety of strategies, including engaging introduction, clear thesis, purposeful organization, counter-argument, concession, effective transitions, and a thoughtful conclusion.
- Continue to practice convention skills from unit one.

Unit 2 Time Span: (Length of Unit)
5 Weeks

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Unit 2 Assessment: (Methods Used for Formative and Summative)

Formative
- Class discussion
- Read alouds
- Finding examples of effective writing
- Quick writes
- 3 or more short written pieces
- Text-marking/annotating
- Using rubrics to assess your own and other students' writing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback
- Reading comprehension checks
- Practice for timed writing on standardized tests

Summative
- 1 multi-paragraph essay (persuasive) on assigned topic or topic of choice (multiple drafts must show revision)
- 2-3 multi-paragraph essays (timed, persuasive – ACT prep; not including multiple drafts)
- 1 multi-paragraph essay (researched; not including multiple drafts) reflecting on college and career options after high school
- 1 response related to independent reading
- 1 reflective writing which evaluates students' own writing skills/progress (writer's reflection)
- Online portfolio comprised of writings listed above
- 1 analysis essay related to literature (timed, as part of semester 1 test)
- Semester test

Unit 2 Academic Vocabulary and Word Study:

Writing and Reading Terminology
- Renaissance
- William Shakespeare
- *MacBeth*
- Tragic Flaw/Character Flaw
- Drama
- Tragedy
- Blank Verse
- Aside
- Monologue
- Soliloquy
- Scene

- Hyperbole
- Irony (verbal, situational, dramatic)
- Foreshadowing
- Connotation
- Denotation
- Persuasive Writing
- Refutation
- Counter-argument
- Concession
- Thesis
- Merchant Class

- Humanism
- Elizabethan Theatre
- Reformation
- Tragic Hero
- Globe
- Elizabethan Era
- Shakespearian Staging
- Static/Dynamic Characters
- James I
- Queen Elizabeth
- Henry VIII

Unit 2 Academic Vocabulary and Word Study, cont.:

Writing and Reading Terminology (cont. from Unit 1)

- 6+1 Traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Rubric
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Showing vs. Telling

- Poetry
- Lyric Poetry
- Prose
- Narrative
- Essay
- Transitions
- Thesis
- Topic Sentence
- Flowery Language
- Pretentious Language
- Works Cited Page
- Alliteration
- Assonance
- Kenning
- Epithet
- Caesura
- Frame Tale
- Beast-fable
- Parable
- Satire
- Irony
- Anglo Saxon (culture, poets, poetry)

- Concrete/Specific vs. Abstract/General
- Imagery
- Figurative Language
- Literal Language
- Simile
- Metaphor
- Personification
- Tone
- Mood
- Plot (exposition, rising action, conflict, complication, climax, falling action, resolution)
- Theme
- Setting
- Plot
- Dialogue
- Extended Metaphor
- Style
- Allusion
- Epic Hero
- Symbols
- Motifs
- Geoffrey Chaucer
- *The Canterbury Tales*
- *Beowulf*
- Grendel
- Medieval
- Direct Characterization
- Indirect Characterization
- Iambic Pentameter
- Rhymed Couplets

- Organizing/Chunking Information
- Hook/Introduction/Lead
- Conclusion/Clincher
- Conflict (internal, external)
- Strong Verbs
- Precise Nouns
- Purpose
- Audience
- MLA Formatting
- Showing
- Point of View (first person, second person, third person)
- Fiction
- Non-fiction
- Thomas Beckett
- Pilgrim
- Pilgrimage
- Shrine
- Feudalism
- Magna Carta
- Black Death
- Middle English
- Aristocrat
- Protestant
- Dissenter
- Peasants
- Pardoner
- Guildsman
- Knight
- Prologue
- Protagonist
- Antagonist

Unit 2 Academic Vocabulary and Word Study, cont.:

Convention Terminology (cont. from Unit 1)

- Dependent Clauses
- Sentence Fragments (effective/deliberate and ineffective)
- Run-on Sentences
- Fused Sentence
- Comma Splices
- Semi-colons
- Colons
- Title Punctuation
- Agreement (noun-verb agreement, pronoun-antecedent)

- Clause
- Phrase
- Adjectives Out of Order
- Participial Phrase
- Absolute
- Appositive
- Active verbs

Technology Terminology (cont. from Unit 1)

- Home Directory
- Word Document
- PDF
- Google Docs
- Flash Drive/Jump Drive/USB Drive

- Independent Clauses

- Upload/Download
- Attaching Files
- Folders
- File Extension
- Bookmarking
- Copy/Paste/Insert

Public Speaking Terminology

- VEERPS (volume, eye-contact, enunciation, rate, posture, subject)

Unit 2 Common Core Standards

Reading: Literature

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- RL.11-12.6. 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.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- RL.11-12.9. Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same period treat similar themes or topics.

Reading: Informational Texts

- RI.11-12.3. 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.11-12.4. 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.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking and Listening
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Unit 3: Technology: The Potential for Enhancing Human Life

Unit 3 Overview: (Narrative Description of Unit Purpose)

Unit three, Technology: The Potential for Enhancing Human Life, builds on unit two. Once students have analyzed the importance of decision-making, they will look at how humankind has the ability to misuse technology. Students will select a dystopian novel from an approved list and then participate in frequent student-led discussion groups. A goal of the reading and discussion will be modern-day connections; students will produce a group project that develops a student-driven claim statement, amply supported with evidence from the novel and multiple other sources (including fiction and non-fiction) and created using a technological medium. Students will also purposefully prepare for standardized testing, including practicing the time constraints and learning the test format.

Unit 3 Learning Goals:

Dystopian Literature
The student will be able to
- Define, interpret, and analyze the characteristics of dystopian literature; further, apply knowledge dystopian characteristics in film and literature.
- Comprehend complex texts such as *1984, Brave New World, A Handmaid's Tale*...etc.
- Determine meanings of words in context by drawing inferences and recognizing context clues.
- Compare and contrast different pieces within the dystopian genre presented in multiple formats: novel, short story, poem, and movie.
- Identify and discover the following: themes, symbolism, motifs, metaphors; literary patterns, characterization-- analyze its meaning and evaluate the significance.
- Fully explore and analyze a dystopian theme / characteristics in your novel and in the other pieces you read / viewed; develop a strong claim statement with supporting arguments, incorporating significant passages from the text; make connections to visual representations, videos, and hot links on the web.

Unit 3 Anchor Texts:
Literature circles with Dystopian novels which could include *1984, A Brave New World, Fahrenheit 451,* and *The Handmaid's Tale.*
Short Story "2BR02B."

Unit 3 Key Concepts and Skills
- Choose and read a dystopian novel (from a selection of 5-6 titles); participate in a literature circle, which includes self-directed reading, writing, and small-group discussion.
- Use a variety of strategies to support critical reading skills, i.e. text annotation, sticky-notes, journaling…etc.
- Use an audio-editing program to record student-led discussions and reflect upon participation (metacognitive writing).
- Identify dystopian characteristics by locating, reading, and responding to nonfiction texts, which represent themes, ideas, or dystopian elements based on inferences from the text.
- Use technology to present a literary analysis (individual or collaborative), which includes connections and syntheses between current examples in our society (textual, visual and/or audio) and a dystopian text.
- Develop a strong theme statement(s) from textual analyses of texts; use evidence from the text and own ideas to support a claim.
- Determine significant quote(s)/passage(s) in context; use significant quotes to support a student-generated thesis (claim statement); effectively incorporate quotes, using signal phrases and explanations; cite correctly, using correct MLA citation.
- View clips from a dystopian film; identify and apply dystopian elements and characteristics through note-taking and discussion.
- Determine meaning of complex words in context with a variety of strategies (word journals, word wall, etc.).

- Read (a collection of) short stories and/or poems within the dystopian genre; compare and contrast different pieces of literature, which handle similar themes.
- Participate in Socratic seminars and/or class discussion with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.).
- Prepare for standardized testing with specific writing practice—timed writing, elements of persuasive…etc.—while practicing objective test-taking skills.

Unit 3 Time Span: (Length of Unit)
5 Weeks

Unit 3 Assessment: (Methods Used for Formative and Summative)

Formative
- Class discussion/lit circles
- Socratic (or similarly structured) seminar
- Quick writes
- Text-marking/annotating
- Audio editing recording of student discussion groups
- Reading comprehension checks
- Range-finding
- Standardized test taking skill exercises
- Practice for timed writing on standardized tests

Summative
- Reflective responses to reading
- 1 technology-based group presentation of a literary analysis (including a student-driven claim statement)
- 2-3 multi-paragraph essays (timed, persuasive – ACT prep; not including multiple drafts)
- Online portfolio comprised of writings listed above

Unit 3 Academic Vocabulary and Word Study:
Writing and Reading Terminology

- Dystopia
- Themes
- Symbolism
- Motifs
- Metaphors
- Literary patterns
- Characterization
- Claim statement
- Dystopian controls

- Theocracy
- Hyperlinks
- Comma usage
- Semi-colon placement
- Sentence fragments
- Comma splices
- In-text citations
- Works Cited page
- MLA

- Plagiarism
- Citation
- Literal
- Figurative
- Simile
- Metaphor
- Personification
- Onomatopoeia
- Narrative point of view

Unit 3 Academic Vocabulary and Word Study:

Writing and Reading Terminology
- Third person
- First person
- Second person narrator
- Direct characterization
- Indirect characterization
- Utopia

Writing and Reading Terminology (cont. from Units 1&2)
- Renaissance
- Tragic Flaw/Character Flaw
- Blank Verse
- Aside
- Monologue
- Soliloquy
- Scene
- Hyperbole

- 6+1 Traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Rubric
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Showing vs. Telling

- Poetry
- Lyric Poetry
- Prose
- Narrative
- Essay
- Transitions

- Protagonist
- Dystopian control combinations:
  - o Corporate and philosophical
  - o Bureaucratic and technological

- Irony (verbal, situational, dramatic)
- Foreshadowing
- Connotation
- Denotation
- Persuasive Writing
- Refutation
- Counter-argument
- Concession

- Concrete/Specific vs. Abstract/General
- Imagery
- Figurative Language
- Literal Language
- Simile
- Metaphor
- Personification
- Tone
- Mood
- Organizing/Chunking Information
- Thesis
- Topic Sentence
- Flowery Language
- Pretentious Language
- Works Cited Page
- Alliteration

  - o Technological and corporate control
  - o Religious (theocracy) and technological
- Scanning poems

- Thesis
- Merchant Class
- Humanism
- Elizabethan Theatre
- Reformation
- Tragic Hero
- Elizabethan Era
- Static/Dynamic Characters

- Hook/Introduction/Lead
- Conclusion/Clincher
- Conflict (internal, external)
- Strong Verbs
- Precise Nouns
- Purpose
- Audience
- MLA Formatting
- Showing

- Assonance
- Kenning
- Epithet
- Caesura
- Frame Tale
- Beast-fable

- Parable
- Satire
- Irony
- Anglo Saxon (culture, poets, poetry)
- Plot (exposition, rising action, conflict, complication, climax, falling action, resolution)
- Theme
- Setting
- Plot
- Dialogue
- Extended Metaphor
- Style
- Allusion
- Epic Hero
- Symbols

Convention Terminology (cont. from Unit 1)

- Dependent Clauses
- Sentence Fragments (effective/deliberate and ineffective)
- Run-on Sentences
- Fused Sentence
- Comma Splices
- Semi-colons
- Colons
- Title Punctuation
- Agreement (noun-verb agreement, pronoun-antecedent)

- Motifs
- Geoffrey Chaucer
- *The Canterbury Tales*
- *Beowulf*
- Grendel
- Medieval
- Direct Characterization
- Indirect Characterization
- Iambic Pentameter
- Rhymed Couplets
- Point of View (first person, second person, third person)
- Fiction
- Non-fiction
- Thomas Beckett
- Pilgrim
- Pilgrimage

- Clause
- Phrase
- Adjectives Out of Order
- Participial Phrase
- Absolute
- Appositive
- Active verbs

Technology Terminology (cont. from Unit 1)

- Home Directory
- Word Document
- PDF
- Google Docs

- Shrine
- Feudalism
- Magna Carta
- Black Death
- Middle English
- Aristocrat
- Protestant
- Dissenter
- Peasants
- Pardoner
- Guildsman
- Knight
- Prologue
- Protagonist
- Antagonist

- Independent Clauses

- Flash Drive/Jump Drive/USB Drive
- Upload/Download
- Attaching Files
- Folders
- File Extension
- Bookmarking
- Copy/Paste/Insert

Public Speaking Terminology
VEERPS (volume, eye-contact, enunciation, rate, posture, subject)

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Unit 3 Common Core Standards

Reading: Literature

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.9. Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same period treat similar themes or topics.

Reading: Informational Texts

- RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.8. 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.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening
- SL.11-12.2. 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.
- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - o 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.
  - o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - o 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.
  - o 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.
- SL.11-12.2. 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.
- SL.11-12.3. 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.

Unit 4:   Understanding Human Nature: Coping with Crisis, Chaos, and Change

Unit 4 Overview: (Narrative Description of Unit Purpose)

Unit four, Understanding Human Nature: Coping with Crisis, Chaos, and Change, builds on unit three. Students read excerpts from and view *Gulliver's Travels* to analyze a satirical movie that invites them to explore many of society's indiscretions during the Restoration. Then, they compare those observations to modern society. The anchor text, *Lord of the Flies* continues the discussions of humankind's weaknesses. The major writing project includes a researched paper that focuses on our society's benevolence. Students will read a variety of texts, evaluate quality of information, use a variety of research techniques, read and synthesize information, present findings in writing, and practice MLA format in documenting researched information. Primary research is required. To culminate the project, students will create a PSA related to their chosen humanitarian topic and then present it to the class.

Unit 4 Learning Goals:

Goodness in Humanity Project and Literature
The student will be able to

- Research multiple, reliable sources, including both primary and secondary, to develop and support major ideas
- Apply criteria for determining the credibility of multiple sources of information
- Analyze and evaluate information
- Use multiple, reliable sources to develop and support major ideas
- Develop brainstorming techniques and pre-writing strategies
- Compose sophisticated introductions
- Determine audience, tone, and mood
- Compose informational writing that supports a topic or thesis statement with well-articulated evidence
- Clearly establish a convincing point of view and support it with evidence from texts, personal experiences, or prior knowledge
- Develop a clear thesis and an effective method of organization that presents the information logically
- Incorporate effective transitions between subpoints
- Compose an effective conclusion
- Use proper English conventions (spelling, grammar, punctuation, and capitalization)
- Use technology to draft, revise, and publish persuasive essays
- Utilize feedback from peer response groups to aid in revision process

- Polish final draft to be shared in on-line portfolio
- Cite the sources of all direct quotations and paraphrased/summarized information
- Develop a Works Cited page using MLA format.
- Complete self-assessment and reflection for project
- Create a multimedia presentation to inform your classmates to make them aware of your organization or issue and/or persuade them to become involved.
- Understand the historical context and cultural influences of the Restoration period.
- Interpret figurative language: hyperbole, simile, metaphor.
- Identify and interpret irony (verbal, situational, dramatic) and foreshadowing.
- Classify and apply the characteristics of satirical writing.
- Comprehend and examine the overarching themes of Swift's *Gulliver's Travels* and Golding's *Lord of the Flies*.
- Analyze character development.
- Summarize key ideas.
- Analyze a film interpretation of a literary work, evaluating how it interprets the source text.

Unit 4 Anchor Texts:
Gulliver's Travels   *Lord of the Flies*   "2BR02B"

Unit 4 Key Concepts and Skills
- Locate, read, and determine source credibility within databases and various Internet search engines (Credibility, Accuracy, Reliability, Support criterion)
- Develop effective search terms for a topic
- Refine a search using key terms
- Annotate, take notes, and organize information meaningfully – notecards, color-coding…etc.—from secondary sources.
- Engage in primary research, which may include some or all of the following: personal interview, survey, observation journaling, documentary; respond to primary research in the form of writing/note-taking.
- Develop a complex and arguable thesis, suitable to the purpose of the assignment.
- Develop and support major ideas with pre-writing strategies, such as a formal outline, kernel essay, diagrams…etc.
- Write routinely over extended and short time frames for a variety of audiences and purposes producing clear and coherent writing.
- Continue to practice and use writing skills/craft and terminology (show vs. tell, imagery, concrete vs. abstract, strong verbs, precise nouns, idea development, organization, voice, sentence fluency, word choice, tone, conventions).
- Use specific evidence from the text to support a topic, with emphasis on choosing evidence that makes the strongest argument. Tie

evidence from text back to the topic with well-developed explanation and effective introductory phrases into cited evidence. Cite sources appropriately using MLA citation guidelines.

- Compose a multi-paragraph argumentative essay connected to the theme of unit four.
- Become familiar with and use video-editing software (iMovie, Window's Movie Maker…etc.) to develop a digital piece (i.e., PSA), which incorporates a strong purpose, collected images and audio, and research.
- Participate in reader's response groups; receive and give effective feedback on writing.
- Read short non-fiction pieces and/or view documentaries in order to understand the historical context and cultural influences of the Restoration period.
- Read excerpts from Swift's *Gulliver's Travels*.
- Read one novel based on the unit four theme, for example *Lord of the Flies* by Golding.
- Use reading strategies to approach difficult texts: pre-reading, re-reading, questioning, connecting, comparing, summarizing, extending, marking a text for important information (highlight, underline or post-it notes), and analyzing as a means of understanding what the text says explicitly and inferentially.
- Identify author's purpose/theme and how it is achieved.
- Identify and discuss universal statements/universal truths in a work and why they are important.
- Identify and discuss structure, style, and character development.
- Make supported inferences and draw conclusions based on textual evidence, especially through the use of satire and allegory.
- Write extensively over an extended period of time in order to respond to literature—journaling, blogging, quickwrites, letters, reader's response reflections…etc.
- View and analyze a film interpretation of a literary work, evaluating how it interprets the source text.

Time Span: (Length of Unit)
10 Weeks

Assessment: (Methods used for formative and summative)
Formative
Research project checkpoints (pre-writing, source availability, etc.)
Research project drafts
Class discussion/Socratic seminar
Read alouds
3 or more short written pieces (Quick writes/Journal or blog entries)
Text-marking/annotating
Teacher observation and feedback
Brainstorming and Storyboard for PSA

Summative
Research paper
60-second PSA connected to Research from Unit 3 (scored with rubric)
Tests and Quizzes
Final Exam

Academic Vocabulary and Word Study:

- Restoration
- Jonathan Swift
- *Gulliver's Travels*
- William Golding
- *Lord of the Flies*
- Lilliputians
- Brobdingnags
- Laputans
- Houyhnhnms
- parable
- allegory
- symbol
- Kurt Vonnegut
- "2BR02B"
- satire
- source reliability
- primary sources
- secondary sources
- credibility
- accuracy
- reliability
- support
- audience, tone, and mood
- thesis statement
- organizing information
- effective transitions
- subpoints
- paraphrasing

- summarizing
- direct quotations
- Works Cited
- MLA format.
- thesis
- supporting points
- introduction (hook) techniques
- conclusion techniques
- common transitional words
- appositive
- participle
- absolute
- parenthetical openers, insertions, and afterthoughts
- dashes
- colons
- commas
- punctuating titles of books, magazines, newspapers, movies, video games, and personal interviews
- evaluating the reliability of a source (credibility, accuracy,
- databases
- search engines
- Boolean search terms
- primary source
- secondary source
- signal phrase

- parenthetical reference, use, content and formatting

- hyperbole, simile, metaphor.
- irony (verbal, situational, dramatic) foreshadowing
- satirical writing
- character development
- Jack
- Naval Officer
- Piggy
- Simon
- Robert
- Ralph
- The "Lord of the Flies"
- Sam and Eric
- Roger
- Percival
- Henry
- Boy with the Birthmark
- The scar
- Beezelbub
- Historical setting: WWII
- Conflict
- Jesus/redeemer deity references

Writing and Reading Terminology (cont. from Units 1-3)

- Dystopia
- Themes
- Symbolism
- Motifs

- Metaphors
- Literary patterns
- Characterization
- Claim statement

- Dystopian controls
- Theocracy
- Hyperlinks
- Comma usage

- Semi-colon placement
- Sentence fragments
- Comma splices
- In-text citations
- Works Cited page

Writing and Reading Terminology (cont. from Units 1-3)

- Third person
- First person
- Second person narrator
- Direct characterization
- Indirect characterization
- Utopia
- Renaissance
- Tragic Flaw/Character Flaw
- Blank Verse
- Aside
- Monologue
- Soliloquy
- Scene
- Hyperbole

- 6+1 Traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Rubric
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Showing vs. Telling

- Poetry
- Lyric Poetry
- Prose

- MLA
- Plagiarism
- Citation
- Literal
- Figurative

- Protagonist
- Dystopian control combinations:
  - Corporate and philosophical
  - Bureaucratic and technological

- Irony (verbal, situational, dramatic)
- Foreshadowing
- Connotation
- Denotation
- Persuasive Writing
- Refutation
- Counter-argument
- Concession
- Concrete/Specific vs. Abstract/General
- Imagery
- Figurative Language
- Literal Language
- Simile
- Metaphor
- Personification
- Tone
- Mood
- Organizing/Chunking Information
- Narrative
- Essay
- Transitions

- Simile
- Metaphor
- Personification
- Onomatopoeia
- Narrative point of view

  - Technological and corporate control
  - Religious (theocracy) and technological
- Scanning poems

- Thesis
- Merchant Class
- Humanism
- Elizabethan Theatre
- Reformation
- Tragic Hero
- Elizabethan Era
- Static/Dynamic Characters

- Hook/Introduction/Lead
- Conclusion/Clincher
- Conflict (internal, external)
- Strong Verbs
- Precise Nouns
- Purpose
- Audience
- MLA Formatting
- Showing

- Thesis
- Topic Sentence
- Flowery Language

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- Pretentious Language
- Works Cited Page
- Alliteration
- Assonance
- Kenning
- Epithet
- Caesura
- Frame Tale
- Beast-fable
- Parable
- Satire
- Irony
- Anglo Saxon (culture, poets, poetry)
- Plot (exposition, rising action, conflict, complication, climax, falling action, resolution)
- Theme
- Setting
- Plot

Convention Terminology (cont. from Units 1-3)

- Dependent Clauses
- Sentence Fragments (effective/deliberate and ineffective)
- Run-on Sentences
- Fused Sentence
- Comma Splices
- Semi-colons
- Colons
- Title Punctuation
- Agreement (noun-verb agreement, pronoun-antecedent)

- Dialogue
- Extended Metaphor
- Style
- Allusion
- Epic Hero
- Symbols
- Motifs
- Geoffrey Chaucer
- *The Canterbury Tales*
- *Beowulf*
- Grendel
- Medieval
- Direct Characterization
- Indirect Characterization
- Iambic Pentameter
- Rhymed Couplets
- Point of View (first person, second person, third person)
- Fiction
- Non-fiction

- Clause
- Phrase
- Adjectives Out of Order
- Participial Phrase
- Absolute
- Appositive
- Active verbs

Technology Terminology (cont. from Units 1-3)

- Home Directory
- Word Document
- PDF
- Google Docs

- Thomas Beckett
- Pilgrim
- Pilgrimage
- Shrine
- Feudalism
- Magna Carta
- Black Death
- Middle English
- Aristocrat
- Protestant
- Dissenter
- Peasants
- Pardoner
- Guildsman
- Knight
- Prologue
- Protagonist
- Antagonis

- Independent Clauses

- Flash Drive/Jump Drive/USB Drive
- Upload/Download
- Attaching Files
- Folders
- File Extension
- Bookmarking
- Copy/Paste/Insert

Public Speaking Terminology
VEERPS (volume, eye-contact, enunciation, rate, posture, subject

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Unit 4 Common Core Standards

Reading: Literature

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. 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.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- RL.11-12.9. Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same period treat similar themes or topics.

Reading: Informational Texts

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,

quantitatively) as well as in words in order to address a question or solve a problem.

Writing
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8. 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.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking and Listening
- SL.11-12.2. 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.
- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.11-12.3. 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.

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