

11th Grade
Curriculum Planning Guide Overview

Grade	Term	Unit
11th	One	<p>11. 1 Power of Language to Transform Lives: Beowulf and the Canterbury Tales</p> <p>Literary Elements/Devices</p> <ul style="list-style-type: none"> • Characterization • Setting • Conflict • Theme • Mood • Tone • Allusion • Allegory • Symbolism • Imagery • Metaphor • Simile • Personification • Use of repetition & rhyme <p><i>Beowulf</i></p> <ul style="list-style-type: none"> • Legend • Epic verse • Folk epic • Kenning • Alliteration • Riddles • Epic hero <p><i>Canterbury Tales</i></p> <ul style="list-style-type: none"> • Frame tale • Fabliaux • Beast-fable • Sermon • Parable • Satire • Irony <p>Expository Elements</p> <ul style="list-style-type: none"> • Purpose and focus • Organization, unity, and coherence • Word choice • Facts and details • Organizational texts and structures • Author's perspective • Causes and consequences • Statements and arguments • Technical and specialized vocabulary <p>Anchor Writing: Persuasive Essay</p> <ul style="list-style-type: none"> • Takes a position on controversial issue • Shows clear understanding of the issue • Thesis based on fact, value, or policy • ACT rubric: Cover 1-6 criteria with students <p>Persuasive Techniques</p> <ul style="list-style-type: none"> • Logical Fallacies <p>Vocabulary Development</p> <ul style="list-style-type: none"> • Root Words/prefixes/suffixes <p>Historical/Cultural Perspective</p> <ul style="list-style-type: none"> • History of the Anglo-Saxons • Invasion of the Normans in 1066 A.D. • History of Middle Ages • Warfare • Feasting and boasting • Role of religion
	One	<p>11. 3 Technology: Potential for Enhancing Human Life: Gothic/Science Fiction Optional Anchor Texts: Frankenstein/The Giver</p> <p>Expository Elements</p> <ul style="list-style-type: none"> • Refer to above term one list <p>Informational Text</p> <p>Characteristics of:</p> <ul style="list-style-type: none"> • Scientific journal articles • Science news articles • Policy statements

11th Grade
Curriculum Planning Guide Overview

		<ul style="list-style-type: none"> • Essays • ACT writing rubric <p>Graphic Organizer</p> <ul style="list-style-type: none"> • Create a pro and con t-chart • Decision tree organizer
	Two	Anchor Writing: MLA Research Paper
		<ul style="list-style-type: none"> • Research Report Elements • Research Overview • Research Options
	Two	11.2 Informed Decision Making: The Tragedy of Hamlet or The Tragedy of Macbeth
		<p>Narrative Text <i>Genre Study</i></p> <p>Characteristics of:</p> <ul style="list-style-type: none"> • Elizabethan Drama (tragedies, comedies) • Shakespearean sonnets • English Renaissance Literature • Revenge Tragedy <p>Literary Elements</p> <ul style="list-style-type: none"> • Soliloquy • Comic relief • Tragic hero • External conflict • Archetypes • Decision • Iambic pentameter • Use of dialogue • Word choice, style, tone, clarity, economy • Themes <ul style="list-style-type: none"> - Appearance vs. reality - Relationships of parents and children - Relationship of thought to action - Revenge - Loyalty vs. betrayal - Nature of leadership - Conscience - Hypocrisy <p>Grammar</p> <ul style="list-style-type: none"> • Sentence fluency • Subject verb agreement • Verb tense agreement • Correct usage of colon, semicolon, and commas • Simple compound/predicate <p>Literary Devices</p> <ul style="list-style-type: none"> • Imagery • Repetition of music • Analogies • Allusion • Metaphor <p>Expository Elements</p> <ul style="list-style-type: none"> • Structure • Purpose • Focus <p>Poetry</p> <ul style="list-style-type: none"> • Shakespearian sonnets • Metaphysical poetry <p>Review</p> <ul style="list-style-type: none"> • Persuasive techniques/logical fallacies • Root words, prefixes, suffixes
	Two	11.4 Understanding Human Nature: Coping with Crisis, Chaos and Change: Lord of the Flies, Animal Farm, 1984, Brave New World, or Ghost in the Darkness
		<p>Genre Study</p> <p>Characteristics of :</p> <ul style="list-style-type: none"> • Realistic fiction • Science fiction • Realism • Naturalism • Stream of consciousness

11th Grade
Curriculum Planning Guide Overview

	<p>Literary Elements/Devices</p> <ul style="list-style-type: none">• Character study• Function of major/minor characters• Situational irony• Conflict (internal & external)• Allegory• Parody• Flashbacks• Figurative language• Allusion• Foreshadowing• Point of view• Diction <p>Historical/Cultural</p> <ul style="list-style-type: none">• What do our actions say about our nature?• What is the role of the society in <i>Lord of the Flies</i> and today?• Moral dilemma• Social hierarchies
--	---

11th ACT Vocabulary List

anachronistic
assiduous
circuitous
deleterious
enervating
ephemeral
evanescent
fortuitous
haughty
hedonist
impute
intrepid
mundane
opulent
ostentatious
perfidious
precocious
prosaic
provocative
prudent
querulous
rancorous
reverence
sagacity
surreptitious
venerable

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/ Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>Grade 11 Disposition Transformational Thinking</p> <p>Big Ideas</p> <ul style="list-style-type: none"> oral tradition/ storytelling the power of language to transform lives the journey honor truth heroic codes value systems use of language transformation/transformational thinking <p>Themes</p> <ul style="list-style-type: none"> In the transformation from oral language to the written word, universal truths of human nature were formalized. The evolution of language impacts life. Sometimes the journey itself is more important than the destination <p>Historical Perspective The Anglo-Saxon (Old English) and Medieval (Middle English) Periods</p> <p>597: Augustine of Canterbury reintroduces Christianity to England</p> <p>1066: Battle of Hastings The Norman French warriors crossed the English Channel and defeated the Anglo-Saxons. William the Conqueror becomes the King of England.</p> <p>1215: Magna Carta (The document that takes important steps toward constitutional government.)</p> <p>1347: “Black Death” ravages Europe (the plague)</p>	<p>Narrative Text Excerpts from <i>Beowulf</i> Excerpts from <i>The Canterbury Tales</i> including “The Prologue” and “The Pardoner’s Tale,” Chaucer</p> <p>Literary Nonfiction <i>Time 100</i> “The Most Important People of the Century” Heroes & Icons http://www.time.com/time/time100/index_2000_time100.html</p> <p>Informational Text Taskforce Report “Preserving Research Collections: A Collaboration between Librarians and Scholars” http://www.arl.org/preserv/prc.html</p> <p>Metamorphosis “Inside the Chrysalis”L. Brower http://www.learner.org/jnorth/tm/monarch/ChrysalisDevelopmentLPB.html</p>	<p>Media Model of Digital Storytelling http://ed-web3.educ.msu.edu/outreach/k12out/pdf/language06/Jennifer.mov Model of Digital Storytelling and The Canterbury Tales-“The Beggar” http://edcommunity.apple.com/ali/story.php?itemID=151</p> <p>Media Clips <i>Beowulf and Grendel</i> (2005)</p> <p>Pop Culture Clip from <i>Annie Hall</i> in which she says: “Just don’t take any course where they make you read <i>Beowulf</i>.”</p> <p>Texts Arthurian Legends <i>Sir Gawain and the Green Knight</i> Selected excerpts from <i>Beowulf: A New Translation</i>, Seamus Heaney, 2000 <i>Grendel</i>, John Gardner (Modern Retelling) “The Hero’s Journey” (transformation) http://www.youheroicjourney.com/Journey.shtml</p> <p>Universal Truths of Human Nature Nobel Banquet Speech, 1949 William Faulkner http://nobelprize.org/nobel_prizes/literature/laureates/1949/faulkner-speech.html(love, honor, pity, pride, compassion, and sacrifice)</p> <p>Poetry Anglo-Saxon Riddles http://www2.kenyon.edu/AngloSaxonRiddles/texts.htm Excerpts from the <i>Exeter Book</i> “The Wife’s Lament”</p>	<p>Narrative Text</p> <p>Genre Study Characteristics of</p> <ul style="list-style-type: none"> the epic Anglo-Saxon literature Medieval literature oral tradition <p>Literary Elements</p> <ul style="list-style-type: none"> characterization setting conflict theme mood tone <p>Beowulf</p> <ul style="list-style-type: none"> legend epic verse folk epic kennings alliteration appositive phrases riddles epic hero <p>The Canterbury Tales</p> <ul style="list-style-type: none"> frame tale fabliaux beast-fable sermon parable satire irony melodrama <p>Literary Devices</p> <ul style="list-style-type: none"> allusion allegory symbolism imagery metaphor simile personification use of repetition and rhyme 	<p>Genre Study Characteristics of</p> <ul style="list-style-type: none"> digital story magazine feature articles task force report informational text(s) providing historical perspective scientific article <p>Expository Elements</p> <ul style="list-style-type: none"> purpose and focus organization, unity, coherence word choice (style, tone, economy, clarity) explanation procedures facts and details organizational text structures author’s perspective opinions and examples causes and consequences statements and arguments judgments comparisons text features/graphics leads for sequence or chronology technical/specialized vocabulary <p>Text Criteria</p> <ul style="list-style-type: none"> ACT Characteristics of Complex Text <p>Elements of a Proposal</p> <ul style="list-style-type: none"> purpose and significance previous exploration of the topic 	<p>Reading</p> <p>Narrative Text</p> <ul style="list-style-type: none"> Identify the use of the frame tale technique in a story Complete graphic organizers charting characters, setting, conflict, theme, mood, and tone Respond to the anchor texts read by recognizing/observing the authors’ use of Old and Middle English Analyze <i>Beowulf</i> using the planes of the profundity scale www.readinglady.com/mosaic/tools/Profundity%20Scale-narrative%20from%20Jeff.pdf Compare and Contrast <i>Beowulf</i>, “Wild Wild West,” and Gardner’s <i>Grendel</i> in terms of <ul style="list-style-type: none"> plot hero heroic feats villains/monsters faced setting cultural values figurative language value and use of rhythm <p>Informational Text</p> <ul style="list-style-type: none"> Use critical reading strategies to find the inferred meaning of the chrysalis metaphor Read the “Preserving Research Collections” report taking a critical stance; identify and summarize key issues and the persuasive elements. 	<p>Writing to Learn</p> <ul style="list-style-type: none"> Annotate text Quotation notebook Respond to reading of anchor and linking texts with journal entries recording: <ul style="list-style-type: none"> the role of storytelling the importance of community author’s use of religious symbolism examples of journeys leading to moral or life lesson attributes of personal heroes examples of narrative characteristics (allusion, allegory, symbolism, imagery, figurative language, kenning) Take two-sided notes documenting and explaining symbolism and allegory in the text <p>Writing to Demonstrate Learning</p> <p>Essay Persuasive Essay</p> <ul style="list-style-type: none"> Using support from texts read, agree or disagree with the following statement: Sometimes the journey is more important than the destination. Argue for or against a person’s appearance on the <i>Time 100</i> list or in support of a person who was omitted. <p>Comparative Essay</p> <ul style="list-style-type: none"> Metaphorically connect 	<p>Student Goal Setting and Self-Evaluation Strategies</p> <ul style="list-style-type: none"> Reflect on selected journal entry Reflect on two pieces of unit writing that represent best effort Monitor growth using literacy indicators <ul style="list-style-type: none"> language fluency reading complexity modes of discourse Evaluate tendency toward dispositions and their appropriate application <p>Daily Language Fluency Reading</p> <ul style="list-style-type: none"> High Schools That Work/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum <p>Reading Strategies</p> <ul style="list-style-type: none"> Skim text for essential information Think, write, pair, share new texts Time reading to determine time commitment for each text <p>Vocabulary Development</p> <ul style="list-style-type: none"> Understand how languages and dialects are used to communicate effectively in different roles and different circumstances <p>Greek and Latin Root Words/Prefixes/Suffixes auto = self pater = father mater = mother</p>

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/ Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>1372: Bible is first translated into English 1476: Printing Press 1485: Henry VII wins the throne; stability begins. Literary Works and Authors Anglo-Saxon Literature, Laments, Epics, Arthurian Legends, Boccaccio, Chaucer, Homer, Malory</p> <p>Focus Questions</p> <ul style="list-style-type: none"> • How does the interpretation of language impact decision making? • How can studying the past lead to new opportunities for the future? • How do the heroes who are immortalized in literature reflect the cultural values of the time? • How have modern-day icons used language to transform our thinking? <p>Essential Questions</p> <ul style="list-style-type: none"> • What evidence do I have that I am committed to learning? • Where will I find wisdom? • When is loyalty to myself more important than loyalty to a friend? • How do I demonstrate that I am open-minded enough to learn from my experiences? • How do the heroes of literature reflect the values of the time? • What journey will I take to become my own hero? <p>Quotations “They said that of all the kings upon the earth he was the man most gracious and fair-</p>		<p>“The Husband’s Message” “The Seafarer” <i>The Earliest English Poets</i> M. Alexander, translator Famous Quotations http://www.famousquotes.me.uk/famouspeoplequotes.htm http://www.tpub.com/Quotes/</p> <p>Music Lyrics “Wild, Wild, West,” Will Smith Lesson Plan 75:Historians with Style (Immortalizing a Hero)http://www.rockhall.com/programs/plans.asp http://www.quehubo.com/eng/lyrics/index.php?%26page=1082&page=70</p> <p>Works of Art Original pictures/prints of the text of <i>Beowulf</i> and <i>The Canterbury Tales</i>http://www.bl.uk/onlinegallery/themes/englishlit/beowulf.html http://www.bl.uk/onlinegallery/themes/englishlit/geoffchaucer.html</p> <p>Poetry, Legends, and other Works and Authors from the Time Period Anglo-Saxon Riddles, Laments, Epics, Arthurian Legends, Boccaccio, Chaucer, Homer, Malory Teacher/District Resources Historical context of <i>Beowulf</i> and <i>The Canterbury Tales</i>http://www.library.unr.edu/subjects/guides/beowulf.html http://www.courses.fas.harvard.edu/%7Echaucer/ To connect to the primary document, order CDs at: http://www.uky.edu/~kiernan/eBeowulf/guide.htm</p>	<p>Historical/Cultural</p> <ul style="list-style-type: none"> • milestones for the developing English language • Prologue–view of life and cultural values in medieval England <p>Language Variety and Use</p> <ul style="list-style-type: none"> • evolution from Old English to Middle English to Standard English to Standard American English <p>Critical Perspectives</p> <ul style="list-style-type: none"> • contradictions in the role of religion <p>Informational Text Genre Study Characteristics of</p> <ul style="list-style-type: none"> • digital story • magazine feature articles • task force report • informational text(s) providing historical perspective • scientific article <p>Expository Elements</p> <ul style="list-style-type: none"> • purpose and focus • organization, unity, coherence • word choice (style, tone, economy, clarity) • explanation • procedures • facts and details • organizational text structures • author’s perspective • opinions and examples • causes and consequences • statements and arguments 	<ul style="list-style-type: none"> • methods for conducting the study or project • budget • concise (one page) • appropriate format/layout <p>Historical/Cultural Perspective</p> <ul style="list-style-type: none"> • history of the Anglo-Saxons • invasion of the Normans in 1066 AD • history of Middle Ages • warfare • feasting and boasting • role of religion 	<p>Listening/Viewing</p> <ul style="list-style-type: none"> • Class/group discussion using protocols • Listen to excerpts of <i>Beowulf</i>, <i>Anglo-Saxon Riddles</i>, and <i>The Canterbury Tales</i> in Old English, Middle English, and Modern prose translation http://www.bl.uk/learning/langlit/changlang/activities/lang/beowulf/beowulfpage1.html http://www.bl.uk/learning/langlit/changlang/activities/lang/chaucer/chaucerpage1.html <p>Word Study/Vocabulary Activities</p> <ul style="list-style-type: none"> • Examine various translations of <i>Beowulf</i> and <i>The Canterbury Tales</i> charting their similarities and differences, impact on syntax, and their placement within context. Assess which author’s style is more appealing • Use roots, prefixes, suffixes, and context to examine the dynamic nature of language <p>Teacher Resource “From Beowulf to Buzzwords”http://www.bl.uk/learning/langlit/changlang/language.html</p>	<p>transformation in the stages of the chrysalis to the stages of transformation through the Middle Ages.</p> <ul style="list-style-type: none"> • Compare the Medieval mentality as portrayed in excerpts from the <i>Exeter Book</i> with that in <i>The Canterbury Tales</i>. Descriptive Essay • Select one of Chaucer’s tales and write an essay analyzing how he uses these tales to critique human behavior. <p>Riddles</p> <ul style="list-style-type: none"> • Write modern day riddles that model those of the Anglo-Saxon period. <p>Authentic Writing</p> <ul style="list-style-type: none"> • Write a Proposal to purchase books for classroom book clubs (literature circles) throughout the year. “Write a Proposal” <i>Writing Reminders</i>, p. 360J. Burke • Petition the community library to sponsor a community reading of a selected text. “Write a Proposal” <i>Writing Reminders</i>, p. 360J. Burk <p>Teacher Resources http://t3.k12.hi.us/t302-03/tutorials/digstory/elements.htm http://www.digitales.us/http://www.storycenter.org/memvoice/pages/tutorial_1.html</p>	<p>frater = brother spect = to see magna = large, great micro = small macro = large mal = bad, evil bene = good nym = name, noun pseudo = false sub = under retro = back thesis = idea per = through mono = one bi = two tri = three kilo = thousand semi = half</p> <p>Writing Strategies</p> <ul style="list-style-type: none"> • process writing • language appropriate for purpose and audience • revise own writing using proofreading checklist/rubric • critique own writing for sophisticated sentence structure • cite sources using MLA conventions • evaluate own writing <p>Grammar Skills</p> <ul style="list-style-type: none"> • grammar and rhetoric mini-lessons • practice skills for PSAT/PLAN success <p>Grammar Instruction to</p> <ul style="list-style-type: none"> • enrich writing: add detail, style, voice • create organizational coherence and flow • make writing conventional

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/ Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>minded, kindest to his people and keenest to win fame.”(Beowulf . 3180-82) “Whan that Aprill with his shoures soote The droghte of March hath perced to the roote, And bathed every veyne in swich licour Of which vertu engendred is the flour;Whan Zephirus eek with his sweete breethInspired hath in every holt and heath The tendre croppes, and the yonge sonne Hath in the Ram his halve cours yronne,And smale foweles maken melodye,That slepen al the nyght with open eye(So priketh hem Nature in hir corages),Thanne longen folk to goon on pilgrimages”(The Canterbury Tales, General Prologue, . 1–12) “When in April the sweet showers fall And pierce the drought of March to the root, and all The veins are bathed in liquor of such power As brings about the engendering of the flower, When also Zephyrus with his sweet breath Exhales an air in every grove and heath Upon the tender shoots, and the young sun His half-course in the sign of the Ram has run ,And the small fowl are making melody That sleep away the night with open eye(So nature picks them and their heart engages) Then people long to go on pilgrimages”(The Canterbury Tales, General Prologue, . 1–12)</p>		<p>“Scholarly Digital Editions” http://www.sd-editions.com/AnaAdditional/Hen_gwrtEx/images/hgopen.html Burke, Jim. 2003. <i>Writing Reminders: Tools, Tips, and Techniques</i>, Portsmouth, NH: Heinemann. Burke, Jim and Carol Ann Parker. 2000. <i>I’ll Grant You That: A Step-by-Step Guide to Finding Funds, Designing Winning Projects, and Writing Powerful Grant Proposals</i>, Portsmouth, NH: Heinemann.</p>	<ul style="list-style-type: none"> • judgments • comparisons • text features/graphics • leads for sequence or chronology • technical/specialized vocabulary <p>Text Criteria</p> <ul style="list-style-type: none"> • ACT Characteristics of Complex Text <p>Elements of a Proposal</p> <ul style="list-style-type: none"> • purpose and significance • previous exploration of the topic • methods for conducting the study or project • budget • concise (one page) • appropriate format/layout <p>Digital Story Elements</p> <ul style="list-style-type: none"> • point of view • dramatic question • emotional content • your voice • sound track • economy of language • pacing <p>http://t3.k12.hi.us/t302-03/tutorials/digstory/elements.htm</p> <p>Historical/Cultural Perspective</p> <ul style="list-style-type: none"> • history of the Anglo-Saxons • invasion of the Normans in 1066 AD • history of Middle Ages • warfare • feasting and boasting • role of religion 			<p>Speaking</p> <ul style="list-style-type: none"> • Class/group discussion of importance of story telling, family, religion, and a value system (in Medieval and Anglo-Saxon periods and today) • Digital story/movie presentation • Class/group discussion of task force report <ul style="list-style-type: none"> - evaluate findings of the preservation task force - consider bias and perspective - consider technological and economic investment requirements of recommendations • Debate <ul style="list-style-type: none"> - what is meant by preservation - the history of preservation (oral, print, digital, blogging) - the difference between preserving language, using language, and plagiarizing - preservation vs. cost 	<p>Additional MDE Grammar Resource “Power of Language” Module(ELA Companion Document)</p> <p>ACT College Readiness Standards</p> <p>English</p> <p>Analyze text for</p> <ul style="list-style-type: none"> • Topic Development in Terms of Purpose and Focus • Organization, Unity, and Coherence • Word Choice in Terms of Style, Tone, Clarity, and Economy • Sentence Structure and Formation • Conventions of Usage • Conventions of Punctuation <p>Reading</p> <p>Analyze text for</p> <ul style="list-style-type: none"> • Main Ideas and Author’s Approach • Supporting Details • Sequential, Comparative, and Cause-Effect Relationships • Meanings of Words • Generalizations and Conclusions <p>Writing</p> <p>Write text that</p> <ul style="list-style-type: none"> • Expresses Judgments • Focuses on the Topic • Develops a Position • Organizes Ideas • Uses Language Effectively <ul style="list-style-type: none"> - conventions (grammar, usage, mechanics) - vocabulary (precise, varied)

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/ Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>“Of sundry persons who had chanced to fall in fellowship, and pilgrims were they all that toward Canterbury town would ride.” (<i>The Canterbury Tales Prologue</i>, . 25-27)</p> <p>“And thus I preach against the very vices that make my living out of—avarice. And yet however guilty of that sin myself, with others I have power to win them from it, I can bring them to repent; but that is not my principal intent. Covetousness is both the root and stuff of all I preach. That ought to be enough.” (<i>The Canterbury Tales</i>, “The Pardoner’s Prologue”, . 23-30)</p> <p>“Language is the most perfect work of art in the world. The chisel of a thousand years retouches it.” Henry David Thoreau</p>							<p>- sentence structure variety (vary pace, support meaning)</p>

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/ Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>Grade 11 Disposition Transformational Thinking</p> <p>Big Ideas</p> <ul style="list-style-type: none"> • decision/indecision • action/inaction • consequences/forward thinking • vision • decision-making process (chess, buying a car, deciding on college, job selection, how to use free time) • decisions in the course of history <p>Themes</p> <ul style="list-style-type: none"> • Bias skews all decisions, actions, and thoughts • Decisions, based on data, are filtered by our beliefs • Appearance vs. reality • Loyalty vs. betrayal • Decisions determine destiny • Flawed data (appearances, propaganda) leads to inappropriate decisions <p>Historical Perspective</p> <p>1485: Henry VII wins the throne</p> <p>1509: Henry VIII becomes King (breaks away from the Catholic Church)</p> <p>1534: The Church of England is established</p> <p>1558: Elizabeth I becomes queen (balances growing religious tensions)</p> <p>1588: The English navy defeats</p>	<p>Anchor Text <i>The Tragedy of Hamlet, Prince of Denmark or The Tragedy of MacBeth</i></p> <p>Literary Genre Focus/ Anchor Texts</p> <p>Narrative Text <i>The Tragedy of Hamlet, Prince of Denmark</i> William Shakespeare</p> <p>Informational Text “7-Step Decision Making Model” http://www.unf.edu/dept/cdc/services/decisio.htm</p> <p>“Why Offer Chess in Schools?” Chessmaster Jerry Meyers http://chess.about.com/library/weekly/aa05a08a.htm</p>	<p>Linking Texts</p> <p>Media Mel Gibson’s <i>Hamlet</i> <i>Rosencrantz and Guildenstern Are Dead</i> <i>Searching for Bobby Fischer</i> (clip from the end of the film where chess player sees the next series of moves before they happen)</p> <p><i>Knights of the South Bronx</i> A&E, Ted Danson</p> <p>Excerpts from <i>And the Band Played On: Politics, People, and the AIDS Epidemic</i> Review http://en.wikipedia.org/wiki/And_the_Band_Played_On</p> <p>Excerpts from <i>A Bridge Too Far</i>, 1997 DVD</p> <p>Texts Forrest, J., “The Space Shuttle Challenger Disaster: A failure in decision support system and human factors management”http://frontpage.hypermall.com/jforrest/challenger/challenger_sts.htm http://history.nasa.gov/sts51l.html</p> <p>Excerpts from <i>Shakespeare in Charge: The Bard’s Guide to Leading and Succeeding on the Business Stage</i></p> <p>N. Augustine and K. Adelman “Prologue” (xi-xviii) Act V Crisis Management” (167-207) <i>Clausius’ crisis management skills—ten lessons on how to act in a crisis</i>“ Epilogue” (209-219)</p> <p>Excerpts from</p>	<p>Narrative Text</p> <p>Genre Study Characteristics of</p> <ul style="list-style-type: none"> • Elizabethan drama (tragedies, comedies) • Shakespearean sonnets • English Renaissance literature • revenge tragedy <p>Literary Elements</p> <ul style="list-style-type: none"> • Freytag’s Pyramid • soliloquy • comic relief • tragic hero • frame within a frame • external conflict • archetypes • decision • iambic pentameter • other metric structures • use of dialogue • organization, unity, coherence • word choice, style, tone, clarity, economy • themes <ul style="list-style-type: none"> - appearance vs. reality - theater vs. life - relationships of parents and children - relationship of thought to action - revenge - loyalty vs. betrayal - nature of leadership - conscience - hypocrisy <p>Literary Devices</p> <ul style="list-style-type: none"> • imagery • repetition of music • analogies • allusion • metaphor 	<p>Genre Study Characteristics of</p> <ul style="list-style-type: none"> • magazine articles • news clips • college planning charts/guides • college application essays • decisions-making models <p>Expository Elements</p> <ul style="list-style-type: none"> • structure • purpose • focus <p>Organizational Patterns</p> <ul style="list-style-type: none"> • organization • unity • coherence • procedural <p>Features</p> <ul style="list-style-type: none"> • charts/tables/graphs <p>Text Criteria</p> <ul style="list-style-type: none"> • ACT Characteristics of Complex Text <p>Historical/Cultural</p> <ul style="list-style-type: none"> • decisions that changed the world 	<p>Reading</p> <ul style="list-style-type: none"> • Compare important decisions made within <i>Hamlet</i>, with those made in previously read core texts • Annotate <i>Hamlet</i> in the text or in a journal • Use think-aloud strategy to describe important facts and events in each episode of <i>Hamlet</i> • At stages of decision/indecision in <i>Hamlet</i>, make connections to historical decisions in which information was available but not used (examples identified in linking texts - AIDs, NASA, history) • Identify instances in which Hamlet’s decisions allude to events in the contemporary world • Identify themes • Identify images of disease and corruption repeated throughout <i>Hamlet</i> and what they reveal about the reality of the time period • Identify human themes and sorrows in “To Be or Not To Be” soliloquy • Analyze <i>Hamlet</i> using the profundity scale www.readinglady.com/mosaic/tools/Profundity%20Scale-narrative%20from%20Jeff.pdf • Read the “chess” article to identify skills important for becoming a good decision-maker 	<p>Writing to Access Prior Knowledge</p> <ul style="list-style-type: none"> • Personal Essay – Write about important decisions for your future <p>Writing to Learn</p> <ul style="list-style-type: none"> • Annotating text (explicit instruction) • Quotation notebooks <p>Journal Entries Recording</p> <ul style="list-style-type: none"> • decisions in <i>Hamlet</i> and in life • examples of literary devices (imagery, metaphor, allusion, analogies) • examples of the play’s major themes echoed in the “play within a the play” literary frame • Shakespeare’s conclusions about humankind (as depicted in <i>Hamlet</i>) • the process used to make an important decision about the future; using the self inventory website and the “7-Step Decision Making Model,” record your thinking at each step in the process (in preparation for reflective essay) <p>Writing to Demonstrate Learning</p> <ul style="list-style-type: none"> • Written response to focus questions using text support • Summarize a scene from the play 	<p>Student Goal Setting and Self-Evaluation Strategies</p> <ul style="list-style-type: none"> • Maintain writing portfolio • Reflect on selected journal entry • Reflect on two pieces of unit writing that represent best effort • Monitor growth using literacy indicators - language fluency - reading complexity - modes of discourse • Evaluate tendency toward dispositions and their appropriate application <p>Daily Language Fluency Reading</p> <ul style="list-style-type: none"> • High Schools That Work/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum <p>Reading Strategies</p> <ul style="list-style-type: none"> • Skim text for essential information • Think, write, pair, share new texts • Time reading to determine time commitment for each text <p>Vocabulary Development</p> <ul style="list-style-type: none"> • words from selection • academic vocabulary • technical/specialized vocabulary • word etymology and variation • find current uses in Google News <p>Writing</p>

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/ Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>the Spanish Armada</p> <p>1590: Shakespeare emerges as England’s playwright</p> <p>1599: The Globe Theater is built</p> <p>1603-1660: Religious and Political unrest; King James I and Charles I—The Cavaliers fought to maintain their power while the Puritans wanted religious and government reform.</p> <p>1642-1660: Civil War— The Puritans won and established a commonwealth</p> <p>Literary Movements: Elizabethan, Cavalier, Metaphysical, and Puritan</p> <p>Literary Authors: Shakespeare, C. Marlowe, Edmund Spenser, Ben Jonson, Robert Herrick, Richard Lovelace, Andrew Marvell, Thomas More, Thomas Wyatt, Walter Raleigh, John Donne, Francis Bacon, John Milton</p> <p>1660: Charles II becomes king and the Monarchy is restored beginning the Restoration Period.</p> <p>Focus Questions</p> <ul style="list-style-type: none"> • What kinds of information do I need to make an informed decision? • How do I evaluate the information? • Why is it important to weigh options before making decisions? • How can forward thinking 		<p><i>Profiles in Audacity: Great Decisions and How They Were Made</i> - Alan Axelrod</p> <p>Poetry Shakespearian Sonnets Metaphysical Poetry</p> <p>College/Work Application Process “Who Needs Harvard?” Gibbs, N. and Thornburgh, N. Time 21 Aug 2006: 37-45. “With a Little Help from Your Mom” Carol Jago http://www.englishcompany.com/room82/college/jagocolumn.html “Guidelines for Letters of Recommendation” Jim Burke (chart) http://www.englishcompany.com/room82/college/reclletterform.html Career Forward Course My Dream Explorer accessible through Michigan LearnPort http://www.mydreamexplorer.org College application timeline(SAT I and/or ACT) http://www.wilsonhs.org/admin/guidancebook/12-collegeapplicationline.htm ACT College Planning http://www.actstudent.org/college/index.html ACT Career Planning http://www.actstudent.org/wwm/index.html ACT College/Voc Tech Search Tool http://www.act.org/college_search/fset_col_search.html ACT print and electronic review materials</p>	<ul style="list-style-type: none"> • conceit (extended metaphor) • coded language <p>Historical/Cultural</p> <ul style="list-style-type: none"> • decisions based on time period • influence of other revenge tragedies on the writing of <i>Hamlet</i>; history of revenge tragedy <p>Critical Perspectives</p> <ul style="list-style-type: none"> • religious perception/contradictions • literary critical perspectives - moral - psychological - sociological - formalistic - archetypal using various lenses(gender, class) • Gertrude and Ophelia from a feminist perspective 	<p>Research Report Elements</p> <ul style="list-style-type: none"> • Title Page • Abstract • Table of Contents • Introduction • Body • Recommendations/Conclusion • References/Sources/Works Cited • Appendices <p>AMA Scenarios</p> <ul style="list-style-type: none"> • positions on issues • AMA criteria for recipient selection <p>Historical/Cultural</p> <ul style="list-style-type: none"> • Legal and moral dilemmas caused by technological advancements 	<ul style="list-style-type: none"> • Read modern revenge tragedies; compare plot scenarios with that of Hamlet <p>Listening/Viewing</p> <ul style="list-style-type: none"> • View various video clips to find and connect decisions from history with those of <i>Hamlet</i> • Find intersections between visual images and verbal communication • Listen for information that could have resulted in a better decision; take notes while viewing • View <i>Hamlet</i> and evaluate it as a representation and/or interpretation of the text. Which version highlights Hamlet’s decision-making inabilities? 	<p>Essay Options</p> <p>Persuasive Essay</p> <ul style="list-style-type: none"> • Select the critical perspective (moral, psychological, sociological, formalistic, or archetypal) most appropriate for analyzing Hamlet; support with examples from the text and from knowledge of what the criticism will reveal about the work. <p>Reflective Essay</p> <ul style="list-style-type: none"> • Cite examples from world and U.S. history of those who failed to recognize the consequences of their actions. • Recount situations in which leaders understood the consequences of their actions but were powerless to alter their destiny. • What personal lessons do you take from the play <i>Hamlet</i>? • Discuss how your life reflects your beliefs; explain conflicts. <p>Comparative Essay</p> <ul style="list-style-type: none"> • Answer the question: When does a decision that applies to me not have to apply to all? How is the decision-making process different if the decision affects more than just self? • Compare Shakespeare’s conclusions about humankind with the 	<p>Writing Strategies</p> <ul style="list-style-type: none"> • process writing • language appropriate for purpose and audience • revising own writing using proofreading checklist/rubric • critique own writing for sophisticated sentence structure • cite sources using MLA conventions • evaluate own writing • note taking <p>Grammar Skills</p> <ul style="list-style-type: none"> • identify and eliminate shifts in point of view, tense, etc. • practice skills for ACT/SAT success • techniques for achieving spelling accuracy • comparative and superlative modifiers • parentheses and dashes • brackets • ellipses • practice correct use of punctuation and capitalization conventions <p>Grammar Instruction to</p> <ul style="list-style-type: none"> • enrich writing: add detail, style, voice • create organizational coherence and flow • make writing conventional <p>“Power of Language” Module MDE Grammar Resource</p> <p>ACT College Readiness Standards English Analyze text for</p>

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/ Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>help me make better decisions?</p> <ul style="list-style-type: none"> • How can a person see beyond appearances to discover the hidden truths about others? • What does it take to reverse decisions? • Are there decisions that require so much forward thinking that humans need the memory support of technology? • Even with all the available data, how do I know when I've made the right decision? • What are the filters through which I evaluate decisions? • When does language reflect or construct reality? • How does imagery make things more real, or make a particular version of reality more convincing? <p>Essential Questions</p> <ul style="list-style-type: none"> • Which decisions I make today will affect me for my entire life? • How do I develop a realistic plan for the future? • How can I invent new opportunities? • How will knowing how decisions are made help me plan for my life? • When is loyalty to myself, and my own values, more important than loyalty to a friend? • Can one (apparently) have 		<p>Internet Links to Resources Decision Making "Steps to Decision Making" <i>The Wall Street Journal: Classroom Edition</i>. 25 2006. http://info.wsj.com/classroom/worksheet/wsice.decision.grid.pdf "Steps to Effective Decision Making Worksheet" <i>The Wall Street Journal: Classroom Edition</i>. 27 June 2006. http://wsjclassroom.com/pdfs/wkst_decision.pdf Motivation and Goal Setting http://www.coun.uvic.ca/learn/program/hndouts/goals.html College/Career Planning http://www.collegecountdownkit.com/goalsetting.htm http://www.employmentspot.com/features/choosecareer.htm http://www.firn.edu/doe/programs/cd_lesson.htm Self-Inventory http://www.ncwiseowl.org/kscope/techknowpark/Secret/Welcome.html Chess <i>Curriculum for Scholastic Chess</i> David MacEnulty http://www.schoolchess.com/download/school%20chess%20curriculum%20guide.pdf Poetry, Legends, and Other Works and Authors from the Time Period Shakespeare, C. Marlowe, E. Spenser, B. Jonson, R. Herrick, R. Lovelace, A. Marvell, T. More, T. Wyatt, W. Raleigh, J. Donne, F. Bacon, J. Milton</p>				<p>conclusions of other authors studied in HS (H. Lee, A. Miller, M. Twain, J. Steinbeck, L. Hansberry).</p> <p>Literary Analysis Essay</p> <ul style="list-style-type: none"> • Discuss the ironies of Hamlet's death and the symbolism of Fortinbras' coming reign. <p>Research Options</p> <ul style="list-style-type: none"> • Research a contemporary figure whose decisions are analogous to Hamlet's decision/indecision on important issues and resulted in negative consequences (Colin Powell, Princess Diana, John McCain, Hillary Clinton, President G. W. Bush, or other); post findings in a class display or in a photo essay. <p>Authentic Writing</p> <ul style="list-style-type: none"> • Reflect on the decision-making process you used in making an important decision in your life; include progress you've made toward the decision and identify next steps in your process. • Journal entries detailing college selection and application activities/progress/plans <p>Speaking</p> <ul style="list-style-type: none"> • Class discussions about decisions and decision-making • Recite soliloquy/selected scenes 	<ul style="list-style-type: none"> • Topic Development in Terms of Purpose and Focus • Organization, Unity, and Coherence • Word Choice in Terms of Style, Tone, Clarity, and Economy • Sentence Structure and Formation • Conventions of Usage • Conventions of Punctuation <p>Reading</p> <p>Analyze text for</p> <ul style="list-style-type: none"> • Main Ideas and Author's Approach • Supporting Details • Sequential, Comparative, and Cause-Effect Relationships • Meanings of Words • Generalizations and Conclusions <p>Writing</p> <p>Write text that</p> <ul style="list-style-type: none"> • Expresses Judgments • Focuses on the Topic • Develops a Position • Organizes Ideas • Uses Language Effectively <ul style="list-style-type: none"> - conventions (grammar, usage, mechanics) - vocabulary (precise, varied) - sentence structure variety (vary pace, support meaning)

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/ Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>all the right information and make the wrong decision?</p> <p>Quotation(s) “To be or not to be, that is the question.” “Neither a borrower nor a lender be; for loan oft loses both itself and a friend.” “This above all: to thine own self be true, And it must follow, as the night the day, Thou canst not then be false to any man.” “There is nothing either good or bad, but thinking makes it so.” “What a piece of work is a man! how noble in reason! How infinite in faculty! in form and moving how express and admirable.” “Thus conscience does make cowards of us all; And thus the native hue of resolution is sicklied o’er with the pale cast of thought.” “O, woe is me, to have seen what I have seen, see what I see!” “Lord, we know what we are, but know not what we may be.” “The rest is silence.” “Now cracks a noble heart. Good-night sweet prince, And flights of angels sing thee to thy rest!” “To thine own self be true.” From <i>The Tragedy of Hamlet, Prince of Denmark</i></p>						<p>with attention to performance details to achieve clarity, force, aesthetic effect</p> <p>Expressing</p> <ul style="list-style-type: none"> Record your decision-making process on poster paper; use symbols or drawings to emphasize the points you are making Display the posters in preparation for a gallery walk; review and support the important decisions peers are making Post findings of contemporary research figure on a class display or in a photo essay 	

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>Anchor Text <i>Frankenstein or other Gothic/Science-fiction novel</i> Grade 11 Disposition Transformational Thinking Big Ideas</p> <ul style="list-style-type: none"> mystery, horror supernatural role of technology genetic engineering cloning unintended consequences appreciating human life <p>Themes</p> <ul style="list-style-type: none"> Technology has the potential to enhance and extend human life. Man’s fascination with creation is reflected in fact and fiction. Scientific exploration has the potential to improve human life. Altering human traits has unexplored consequences. <p>Historical Perspective The Restoration and the 18th Century Neoclassical Periods 1660: Charles II restores the Monarchy 1666: The Great Fire destroys most of London 1700’s: The Age of Enlightenment</p> <p>Literary Movements Rationalism (humans should depend on reason)</p> <p>Literary Authors Daniel Defoe, Thomas Gray, Thomas Hobbes, Samuel Johnson, John Locke, John Milton, Alexander Pope, Jonathan Swift, Voltaire, Mary Wolstonecraft 1733: Alexander Pope writes “An Essay on Man” Toward the end of the 18th</p>	<p>Narrative Text <i>Frankenstein</i> Mary Shelley or other Gothic/Science-fiction novel</p> <p>Informational Text “Revising Humans: U.S. Constitution Provides Framework for Debate on Genetic Engineering of Human Beings” Jane Sanders http://gtresearchnews.gatech.edu/newsrelease/constitution.htm “How to Read a Scientific Article” Purugganan and Hewitt http://www.owl.net.rice.edu/~cainproj/courses/sci_article.doc Owl At Purdue Online Writing Lab Writing a Research Report http://owl.english.purdue.edu/workshops/hypertext/reportW/ Research Report Writing Handbook used in district</p>	<p>Media <i>Frankenstein</i> (film) Mary Shelley http://www.pbs.org/saf/1209/video/watchonline.htm <i>PBS: Body Building</i> “How to Make a Nose—Tissue engineers build a nose, heart muscle, and even a retina from the ground up. (Updated from earlier broadcasts) http://www.pbs.org/saf/1209/video/watchonline.htm “Body on a Bench—A tiny, living liver is the first step towards a lab version of the human body. http://www.pbs.org/saf/1209/video/watchonline.html <i>The Search for the Perfect Heart</i> Science continues the quest to replace our most critical organ. http://www.pbs.org/saf/1209/video/watchonline.htm “Frankenstein: Mary Shelley’s Dream Live multimedia exhibit Biographical information on Mary Shelley; history and science of <i>Frankenstein</i> The Bakken Library and Museum http://www.thebakken.org/frankenstein/intro.htm Texts Reading Scientific Articles Research report (model) “Popular vs. Scholarly Periodicals” Criteria Guide http://guides.lib.msu.edu/page.phtml?page_id=32 “How to Read a Scientific Paper” Little and Parker http://www.biochem.arizona.edu/classes/bioc568/papers.htm “How to Read a Scientific Research Paper” McNeal http://hampshire.edu/~apmNS/design/RESOURCES/HOW_READ.html Research Report Rubric http://www.uwstout.edu/soe/profdev/rubrics.shtml “The Research Report at a Glance” “Big6 Overview for Research Projects” Burke, Jim. 2003. Writing Reminders. Portsmouth, NH: Heinemann, pp.288-297. Transplantation and Biotechnology American Medical Association Code of Ethics regarding allocation of limited medical resources http://www.ama-assn.org/ama/pub/category/8388.html AMA Transplantation Scenarios “Life and Death in the War Zone: You Be the Judge” http://www.pbs.org/wgbh/nova/teachers/activiti</p>	<p>Narrative Text Genre Study Characteristics of</p> <ul style="list-style-type: none"> Gothic Romance Science Fiction Restoration and 18th century literature Literature from the Romantic Period Rationalism <p>Author study of</p> <ul style="list-style-type: none"> poet from time period Mary Shelley (based on G. B. Shaw’s quotation) <p>Literary Elements Elements of Romantic Literature</p> <ul style="list-style-type: none"> a passion for human emotion the belief that all humans are innately good the advocacy of free thought an opposition to political authority and social convention a strong sense of human individuality a belief in the supernatural the use of the morbid and grotesque <p>Elements of Gothic Literature</p> <ul style="list-style-type: none"> use of intense emotion using weather to depict a character’s mood giving nature the power to destroy innovation 	<p>Informational Text Genre Study Characteristics of</p> <ul style="list-style-type: none"> scientific journal articles science news articles policy statements legal consent forms essays ACT writing rubric research report rubric mentor research report <p>Expository Elements</p> <ul style="list-style-type: none"> explanation procedures multiple concepts organizational text structures author’s perspective facts and details opinions and examples causes and consequences statements and arguments text features/graphics leads for sequence or chronology technical /specialized vocabulary <p>Science Article Features</p> <ul style="list-style-type: none"> introduction hypothesis or thesis methods results or evidence discussion reflection criticism 	<p>Reading Comprehension Strategies</p> <ul style="list-style-type: none"> Use “Think Aloud” strategies Compare the voice of the letter writer and the voice of the narrator. How are they different? Sort fact from theory and conjecture Analyze graphic or tabular material Determine meaning of scientific terminology and technical terms from context and definitions provided Decipher pertinent information in research summaries Assess validity of hypotheses, premises, and conclusions Identify perspective of the author and perspectives that are not represented (marginalized) Apply SQ3R strategies Use interactive notes Use summary notes <p>Critical Reading <i>Frankenstein</i></p> <ul style="list-style-type: none"> Who is the monster? What constitutes a monster? In what way is the creator (Victor) the monster? <p>Scientific Articles Read selected science articles; follow the steps in “How to Read a Scientific Article”</p>	<p>Writing to Learn</p> <ul style="list-style-type: none"> Annotate text Quotation notebooks <p>Prompted writing to establish theme:</p> <ul style="list-style-type: none"> What possibilities does technology present for enhancing or extending human life? <p>Journal Entries</p> <ul style="list-style-type: none"> Reflect on the texts (novel, informational text, and media) through a series of reflective writings Note examples of literary devices (imagery, metaphor, allusion, analogies) Respond to the focus questions <p>Data Walls</p> <ul style="list-style-type: none"> displaying seven comprehension strategies; students record and post strategy use as they read <i>Frankenstein</i>. <p>Letter Writing</p> <ul style="list-style-type: none"> Create a series of letters that together tell a story <p>Graphic Organizers</p> <ul style="list-style-type: none"> Create a pro and con graphic organizer to determine the support for and against enhancing and extending life with technology Use a decision tree organizer to analyze AMA scenario decisions <p>Rubric Writing</p> <ul style="list-style-type: none"> Score persuasive essays with the ACT writing rubric (with teacher modeling). Use the traits to revise writing 	<p>Student Goal Setting and Self-Evaluation Strategies</p> <ul style="list-style-type: none"> Reflect on selected journal entry Reflect on two pieces of unit writing that represent best effort Monitor growth using literacy indicators language fluency reading complexity modes of discourse Evaluate tendency toward dispositions and their appropriate application <p>Daily Language Fluency Reading</p> <ul style="list-style-type: none"> High Schools That Work/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum <p>Reading Strategies</p> <ul style="list-style-type: none"> Skim text for essential information Think, write, pair, share new texts Time reading to determine time commitment for each text <p>Vocabulary Development</p> <ul style="list-style-type: none"> words from selections academic vocabulary technical/specialized vocabulary word etymology and variation find current uses in

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>Century writers rebelled against the Enlightenment moving into the Romantic Period.</p> <p>The Romantic Period</p> <p>1783: England recognizes America’s independence</p> <p>1789: The French revolution begins</p> <p>1799: Napoleon seizes power in France</p> <p>1815: The British defeat Napoleon at the Battle of Waterloo</p> <p>1818: Mary Shelley writes <i>Frankenstein</i></p> <p>1837: The Romantic Period ends with Victoria becoming Queen of England</p> <p>Romantic Authors Jane Austen, William Blake, Robert Burns, Lord Byron, Samuel Coleridge, John Keats, Mary Shelley, Percy Shelley, William Wordsworth</p> <p>Focus Questions</p> <ul style="list-style-type: none"> • What issues are involved in creating, lengthening, and bettering life? • What is technology’s role in society? • When do technological solutions become new problems? • Is there a point (percentage of replacement parts) when a human being is no longer considered human? • How have humans been redefined by technological advances? <p>Essential Questions</p> <ul style="list-style-type: none"> • What role will I play in future technology? Will I question it, consume it, or help to create it? • What price am I willing to pay 		<p>es/3106 combatdo.html</p> <p>Pros, Cons, and General Information About Genetic Engineering“ A Beginner’s Guide to Genetic Engineering” http://www.ifgene.org/beginner.htm</p> <p>“Biotechnology: A Case for Constraints” Timothy Lenoir’s review of <i>Enough: Staying Human in an Engineered Age</i> Bill McKibben http://www.sciencemag.org/cgi/content/full/302/5648/1155</p> <p>“Replacement Parts” Cowley, Geoffrey Newsweek 27 Jan.1997:66 http://web.lexis-nexis.com/universe/document? m=f5e63e91e1c2cbd3939594cd21e275f5& docnum=1&wchp=dGLbVtb-zSkVb& md5=f3b1d46fb1f701144fea130ad3a00ab3</p> <p>“Is Genetic Engineering Ethically Correct?” J. Hamilton Student Review http://www.msu.edu/~hamil199/atl/review4.html</p> <p>Patient Medical History and Consent Form http://www.health.state.ok.us/bt/history-consent-form.pdf#search=heart%20transplant%20medical%20consent%20form</p> <p>Frankenstein Resources</p> <p>Literary Nonfiction from “The Introduction to <i>Frankenstein</i>” Mary Shelley</p> <p>Shelley’s inspiration for <i>Frankenstein</i></p> <p>“Do Androids Dream of Being Human?” Hans Persson http://www.lysator.liu.se/lsff/mb-nr27/Do_Androids_Dream_of_Being_Human.html exploration and critique of <i>Frankenstein</i> and <i>Do Androids Dream of Electric Sheep?</i> Hans Pearson looks at the inherent difference between artificially created men and real human beings; looks at <i>Frankenstein</i> as the first science fiction novel</p> <p><i>Do Androids Dream of Electric Sheep?</i> Philip K. Dick Basis for film <i>Blade Runner</i> http://www.philipkdick.com/works_novels_androids.html</p> <p>“Frankenstein: The Modern Prometheus” influences on Shelley’s story http://www.nlm.nih.gov/hmd/frankenstein/frankmodern_1.html</p> <p>Biographical information on Mary Shelley and genre resource “My Hideous Progeny: Mary Shelley’s</p>	<ul style="list-style-type: none"> • written in an age where people thought of new beginnings and higher possibilities • idealization of nature • evokes terror • satanic hero <p>Elements of Science Fiction</p> <ul style="list-style-type: none"> • explores the marvels of discovery and achievement that may result from science and technology • is usually speculative in nature • assumes change as a given • projects a story-line into the future or into an alternative reality or history • explores a problem in technology, culture, or philosophy beyond its current state • presents an atmosphere of scientific credibility regardless of the reality <p>Elements of <i>Frankenstein</i></p> <ul style="list-style-type: none"> • use of letter writing to develop characters (epistolary novel) • frame story (3 stories deep) • elements of mystery, horror, the supernatural • complex human dilemmas • compelling disconcerting characters 	<ul style="list-style-type: none"> • abstract • graphs, charts, figures • citations 	<ul style="list-style-type: none"> • skim and identify structure • distinguish main points • generate questions and monitor understanding • draw inferences • take notes as you read <p>Comprehension questions</p> <ul style="list-style-type: none"> • What is the purpose of the abstract? • Why does the author choose to include specific charts and graphs to support conclusions? • What strategies can be used to glean information about the purpose and conclusions of a scientific article before actually reading through all the information presented? Consider author’s perspective, intended audience, and purpose <p>Listening/Viewing</p> <ul style="list-style-type: none"> • View PBS and AMA media segments for information, perspectives, and possibilities; generate new questions • Discussion: Debate legal and moral issues around the theme. • View segments of <i>Frankenstein</i> for historical perspectives • Engage in book clubs/literature circles choosing among five to six teacher-selected texts (science fiction, gothic novels, or scientific 	<p>Writing to Demonstrate Learning</p> <p>Essay Options</p> <p>Comparative Essay</p> <ul style="list-style-type: none"> • Draw parallels between Mary Shelley’s <i>Frankenstein</i> and modern scientific and medical breakthroughs. <p>Creative Writing</p> <ul style="list-style-type: none"> • Use letter or journal writing to tell a story. <p>Persuasive Essay</p> <ul style="list-style-type: none"> • Lobby for or against manipulation of human bodies for sustaining or enhancing life, or for or against the use of genetically engineered products. <p>Research Options</p> <p>Formal/Major Research Report (Options) Refer to HSCE Standard 1.4. Use rubric and handbook as guide for report. (Major project begins in 3rd unit with completion in unit 4 or 5)</p> <ul style="list-style-type: none"> • Research the legal/moral issues of organ transplantation, medical decisions, and donor choices. • Research a technological advancement. • Trace the background and history of a significant medical or technological advancement. <p>Research Overview</p> <ul style="list-style-type: none"> • Select topic, subject, style, approach • Determine purpose and audience • Generate, explore, refine 	<p>Google News</p> <p>Writing Writing Strategies</p> <ul style="list-style-type: none"> • process writing • language appropriate for purpose and audience • revise own writing using proofreading checklist • critique own writing for sophisticated sentence structure • cite sources using MLA conventions • evaluate own writing (review, revise, edit) • note taking <p>Grammar Skills</p> <ul style="list-style-type: none"> • grammar and rhetoric mini- lessons • practice skills for ACT/SAT success <p>Grammar Instruction to</p> <ul style="list-style-type: none"> • enrich writing: add detail, style, voice • create organizational coherence and flow • make writing conventional <p>Additional MDE Grammar Resource “Power of Language” Module (ELA Companion Document)</p> <p>ACT College Readiness Standards</p> <p>English</p> <p>Analyze text for</p> <ul style="list-style-type: none"> • Topic Development in Terms of Purpose and Focus

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>for immortality?</p> <ul style="list-style-type: none"> • What are the tradeoffs for technological advances? • What moral limitations do we put on the use of technology? <p>Quotations “Keep us human. If we’re truly smart, we’ll refuse to foolishly tamper with our DNA.” Bill McKibben (dangers of genetic engineering) “I busied myself to think of a story – a story to rival those which had excited us to this task. One which would speak to the mysterious fears of our nature and awaken thrilling horror – one to make the reader dread to look around, to curdle the blood, and quicken the beatings of the heart.” Mary Shelley, <i>Frankenstein</i> (Introduction, 1831 edition) “How dangerous is the acquirement of knowledge.” Victor Frankenstein <i>Frankenstein</i> “Did I request thee, Maker, from my clay To mould me man? Did I solicit thee From darkness to promote me?” John Milton, <i>Paradise Lost</i> (on cover page of <i>Frankenstein</i>) “Reality is that which, when you stop believing in it, does not go away.” Philip K. Dick <i>Do Androids Dream of Electric Sheep?</i> “The man who writes about himself and his own time is the only man who writes about all people and all time.” George Bernard Shaw</p>		<p>Frankenstein” http://home-1.worldonline.nl/~hamberg/</p> <p><i>Frankenstein</i> Mary Shelley Adapted by Larry Weinberg Hampton-Brown</p> <p>Excerpts from <i>The Monsters: Mary Shelley and the Curse of Frankenstein</i> Dorothy and Thomas Hoobler (literary and historical background for Shelley’s <i>Frankenstein</i>)</p> <p>Works of Art “The Nightmare” Johann Fussli Detroit Institute of Art http://www.artchive.com/artchive/f/fussli/fuseli_nightmare.jpg.html</p> <p>Poetry, Essays, and Other Works and Authors from the Time Period “An Essay on Man” A. Pope (putting man in context) <i>Paradise Lost</i> J. Milton “A Modest Proposal” Jonathan Swift (satire) “The Rime of the Ancient Mariner” S. Coleridge Excerpt from “A Defense of Poetry” Percy Bysshe Shelley persuasive essay and critical commentary J. Austen, W. Blake, R. Burns, Lord Byron, S. Coleridge, D. Defoe, T. Gray, T. Hobbes, S. Johnson, J. Keats, J. Locke, J. Milton, A. Pope, M. Shelley, P. B. Shelley, J. Swift, Voltaire, M. Wolstonecraft, W. Wordsworth</p> <p>Internet Links to Resources <i>Frankenstein</i> Resources http://www.glencoe.com/sec/literature/litlibrary/frankenstein.html http://www.pbs.org/wgbh/nova/teachers/activities/3106_combatdo.html http://unitedstreaming.com MIT Inventor of the Week http://web.mit.edu/invent/i-main.html</p>	<ul style="list-style-type: none"> • greed and gain as motivators in scientific advances • point of view • tone <p>Literary Devices</p> <ul style="list-style-type: none"> • story within a story • plotline • flashbacks • syntax • diction • imagery <p>Text Criteria</p> <ul style="list-style-type: none"> • ACT Characteristics of Complex Text <p>Historical/Cultural</p> <ul style="list-style-type: none"> • issues in <i>Frankenstein</i> that are relevant today • historical background on Romanticism <p>Critical Perspectives</p> <ul style="list-style-type: none"> • Examine moral dilemmas raised in anchor and linking texts • Shelley’s internal thoughts in assessment of her work 		<p>articles) that support the unit focus</p> <ul style="list-style-type: none"> • Critique <i>Frankenstein</i> using “Lights, Camera, Action, Music: Critiquing Films Using Sight and Sound” http://www.readwritethink.org/lessons/lesson_view.asp?id=863 	<p>questions</p> <ul style="list-style-type: none"> • Create hypothesis or thesis • Evaluate information search strategies • Access resources • Extract relevant information • Gather and study evidence • Take notes • Organize, synthesize, and evaluate information • Document sources • Format for publication • Use “Writing a Research Report” or other online resource http://owl.english.purdue.edu/workshops/hypertext/reportW/AuthenticWriting • Write an essay detailing what you have personally learned from reading <i>Frankenstein</i>. • Write an essay reflecting on the changes that Pope might have made if he wrote “An Essay on Man” after reading <i>Frankenstein</i>. • Prepare a proposal requesting financial support for purchasing school book club texts. Burke, Jim <i>Writing Reminders</i>, p.360 <p>Speaking</p> <ul style="list-style-type: none"> • Compare the voice of the film maker with the voice of the author; use “Lights, Camera, Action, Music: Critiquing Films Using Sight and Sound” http://www.readwritethink.org/lessons/lesson_view.asp?id=863 • Debate pros and cons of proposed uses of technology 	<ul style="list-style-type: none"> • Organization, Unity, and Coherence • Word Choice in Terms of Style, Tone, Clarity, and Economy • Sentence Structure and Formation • Conventions of Usage • Conventions of Punctuation <p>Reading Analyze text for</p> <ul style="list-style-type: none"> • Main Ideas and Author’s Approach • Supporting Details • Sequential, Comparative, and Cause-Effect Relationships • Meanings of Words • Generalizations and Conclusions <p>Writing Write text that</p> <ul style="list-style-type: none"> • Expresses Judgments • Focuses on the Topic • Develops a Position • Organizes Ideas Effectively - conventions (grammar, usage, mechanics) - vocabulary (precise, varied) - sentence structure variety (vary pace, support meaning)

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/ Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>Grade 11 Disposition Transformational Thinking Big Ideas</p> <ul style="list-style-type: none"> • coping with crisis, chaos, and change • civilization as structure • understanding the power of fear • human nature • choices • loss of innocence • civilization vs. savagery <p>Themes</p> <ul style="list-style-type: none"> • Understanding human nature facilitates coping with crisis, chaos, and change. • Crisis creates vulnerability. • To solve problems, order must be dynamic and self-organizing. • Knowing the power of fear can empower you to make better decisions. • Whenever groups of people coexist, there will be a struggle for power. • It is better to examine the consequences of a decision before it is made, than to discover them afterwards. <p>Historical Perspectives 1837–1901: Victoria rules as Queen of England</p> <p>1847: Emily Bronte’s <i>Wuthering Heights</i>, Charlotte Bronte’s <i>Jane Eyre</i> 1859: Darwin’s <i>Origin of Species</i>; Dickens’ <i>A Tale of Two Cities</i> 1882: British forces invade and occupy Egypt and the Sudan; Stevenson’s <i>Treasure Island</i></p> <p>Literary Movements Realism, Naturalism</p> <p>Literary Authors Matthew Arnold, Charlotte Bronte, Emily Bronte, Elizabeth Barrett Browning, Robert Browning, Lewis Carroll, Joseph Conrad, Charles Darwin, Charles Dickens, Sir Arthur Conan Doyle, A.E. Houseman, Alfred Lord Tennyson, Oscar Wilde</p>	<p>Anchor Text <i>Lord of the Flies</i>, <i>Animal Farm, 1984</i>, <i>Brave New World</i> or <i>Ghost in the Darkness</i></p> <p>Informational Text “Leadership Lessons for the Real World” <i>Leader to Leader Magazine</i> Margaret Wheatley http://www.margaretwheatley.com/articles/leadershiplessons.html “Putting Chaos in Order” Andrei Codrescu <i>Downtown Express</i> 18.39 (2006) http://www.downtowntaxpress.com/de_144/thepennypost.html “New Orleans After Katrina – What Urban Myths Say about U.S.” R. Granfield <i>Social Commentary</i> http://www.businessweek.com/magazine/content/05_38/b3951422.htm</p>	<p>Media Interactive Interview Archive of 9/11 http://www9.nationalgeographic.com/channel/inside911/index.html <i>Lord of the Flies</i> (film) “I Shot An Arrow Into the Air” <i>The Twilight Zone</i> (download video \$1.99) http://video.google.com/videoplay?docid=1415679119464858876&q=twilight+zone+and+i+shot+an+arrow (text resource) http://www.scifi.com/cableinthe/classroom/twilightzone/tz.1025.html Alan Cheuse reviews William Golding’s <i>Lord of the Flies</i>, 50 years after its first publication; NPR March 29, 2004 (2:32)(audio) www.npr.org/templates/story/story.php?storyId=1800369</p> <p>Music Lyrics “Lord of the Flies” Iron Maiden, <i>X Factor</i>, 1995 http://www.darklyrics.com/lyrics/ironmaiden/thefactor.html#2</p> <p>Texts “Want More Response? Get All Emotional” http://aherncomm.com/free/enews/v02_n12.htm <i>Magnetic Selling</i>, Chapter 2 “Words and Phrases That Get People to Want to Do Business with You” Herschell Gordon Lewis Speeches/Essays “Components of an Effective Presentation or Speech” Jim Burke http://www.englishcompa</p>	<p>Genre Study Characteristics of</p> <ul style="list-style-type: none"> • realistic fiction • science fiction • literary movements <ul style="list-style-type: none"> - Realism - Naturalism - Stream of Consciousness - Emerging Modernism <p>Author study of</p> <ul style="list-style-type: none"> • poet from time period <p>Literary Elements</p> <ul style="list-style-type: none"> • character study • function of major/minor characters • symbolism (universal vs. contextual) • situational irony • conflicts (internal and external) • parody (The Choral Island) • allegory (moral, social, religious) <p>Literary Devices</p> <ul style="list-style-type: none"> • flashbacks • figurative language, imagery • metaphor, simile, and allusion • foreshadowing • point of view • diction <p>Historical/Cultural</p> <ul style="list-style-type: none"> • What do our actions say about our nature? • What is the role of society in <i>Lord of the Flies</i> and today? <p>Critical Perspectives</p> <ul style="list-style-type: none"> • moral dilemma • social hierarchies 	<p>Genre Study Characteristics of</p> <ul style="list-style-type: none"> • news articles • interviews • reviews <p>Elements of a News Article</p> <ul style="list-style-type: none"> • short separated, telegraphic sentences • immediately establishes subject and purpose • uses language appropriate to audience and subject • uses quotations where appropriate • minimal use of jargon • clear purpose to the information • includes only essential information • effective page layout for clarity <p>Elements of a Review</p> <ul style="list-style-type: none"> • focuses on performance, person, product • compares key aspects of the subject with others • establishes reviewer’s authority • maintains objective tone throughout • identifies and applies criteria • clarifies purpose of the review (perform, persuade) 	<p>Reading Narrative Text</p> <ul style="list-style-type: none"> • Analyze <i>Lord of the Flies</i> considering Margaret Wheatley’s article; discuss the conditions that would have existed for the “boys” in <i>Lord of the Flies</i> to realize a new order from the chaos created by their crisis <p>Informational Text</p> <ul style="list-style-type: none"> • Read the three informational anchor texts together to understand the conditions of vulnerability created by crisis. Relate this phenomenon to real world situations <p>Listening/Viewing</p> <ul style="list-style-type: none"> • Participate in Think Alouds for narrative and informational text • In <i>The Twilight Zone</i> segment, examine the role fear plays in decision-making during a crisis • Listen to interviews from 9/11; identify creative decisions that helped them survive and decisions that caused others to perish unnecessarily • Actively participate in small and large group discussions of literature studied in class and in book club reading groups • Listen to and discuss Alan Cheus’ review of <i>Lord of the Flies</i>; listen for and identify the elements of a review; use it as a model for writing your own 	<p>Writing to Learn</p> <ul style="list-style-type: none"> • Annotate text • Quotation notebook • Take two-sided notes documenting and explaining symbolism and allegory in the text • Journal entries citing examples of people demonstrating strengths and having the capacity to find solutions in a time of crisis. <p>Personal Narrative</p> <ul style="list-style-type: none"> • Identify a time when you, another person you know, or someone you have read about demonstrated resilience <p>Writing to Demonstrate Learning Essay Options Comparative Essay</p> <ul style="list-style-type: none"> • Describe a time in your life when there was chaos because a leader or teacher was not with the group or class for a period of time. Contrast your experiences to those of the boys in <i>Lord of the Flies</i>. <p>Persuasive Essay</p> <ul style="list-style-type: none"> • Consider the following quote... “When chaos erupts, it not only destroys the current structure, it also creates the conditions for new order to emerge.” Margaret Wheatley Write how this quotation 	<p>Student Goal Setting and Self-Evaluation Strategies</p> <ul style="list-style-type: none"> • Maintain writing portfolio • Reflect on selected journal entry • Reflect on two pieces of unit writing that represent best effort • Monitor growth using literacy indicators - language fluency - reading complexity - modes of discourse • Evaluate tendency toward dispositions and their appropriate application <p>Daily Language Fluency Reading</p> <ul style="list-style-type: none"> • High Schools That Work/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum <p>Reading Strategies</p> <ul style="list-style-type: none"> • Skim text for essential information • Think, write, pair, share new texts • Time reading to determine time commitment for each text <p>Vocabulary Development</p> <ul style="list-style-type: none"> • Understand how languages and dialects are used to communicate effectively in different roles and different circumstances - The boys’ use of language before and after they arrive on the island. With so much time spent trying to survive, they no longer have the energy to keep up the normal conventions of society • Understand the implications and potential consequences of language use

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/ Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>Contemporary British Literature—The 20th Century 1914–1918: World War I 1944: Allied troops cross English Channel; invade France 1945: World War II ends in Europe Literary Movements Stream of Consciousness Literary Authors William Golding, James Joyce, Frank O’Conner, George Orwell, George Bernard Shaw, Derek Walcott, H. G. Wells, Virginia Woolf</p> <p>Focus Questions</p> <ul style="list-style-type: none"> • How does peer pressure effect change? • When is rebellion justified? • Why do we need rules? • Why does fear make one act in irrational ways? • How does personality dictate reactions? • How did I benefit (or not benefit) from major or minor changes in my life? • What role does society play in structuring our ideals, values, and sense of right and wrong? • How do emotions skew decision making? <p>Essential Questions</p> <ul style="list-style-type: none"> • When does society provide a structure for dealing with change/crisis? • What happens when we lose that structure? • How can forward thinking help me make better decisions? • How will I know when to risk failure for possible success? <p>Quotations “The <i>real</i> real world demands that we learn to cope with chaos, that we understand what motivates humans, that we adopt strategies and behaviors</p>		<p>nion.com/pdfDocs/introspeeches.pdf Poetry, Essays, and Other Works and Authors from the Time Period M. Arnold, C. Bronte, E. Bronte, E. B. Browning, R. Browning, L. Carroll, J. Conrad, C. Darwin, C. Dickens, A. C. Doyle, W. Golding, A.E. Houseman, J. Joyce, F. O’Connor, G. Orwell, G. B. Shaw, A. L. Tennyson, D. Walcott, H. G. Wells, O. Wilde, V. Woolf Teacher Resources Reporters’ Notes <i>Tools for Thought Graphic Organizers for your Classroom</i> Burke, Jim (2002) Websites for Think Alouds http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/thinkaloud.htm http://school.discovery.com/lessonplans/programs/flies/</p>		<ul style="list-style-type: none"> • limited in scope; includes only essential aspects • includes telling examples that support opinion • offers balanced treatment • anticipates questions and needs of audience <p>Text Criteria</p> <ul style="list-style-type: none"> • ACT Characteristics of Complex Text 	<p>review of a novel (book club or anchor text) and/or movie</p> <ul style="list-style-type: none"> • Read and discuss literary criticism of <i>Lord of the Flies</i> • Engage in book clubs/literature circles choosing among five to six teacher-selected texts that support the unit focus 	<p>applies to <i>Lord of the Flies</i>, real situations like Katrina, or a situation in your own life.</p> <p>Descriptive Essay</p> <ul style="list-style-type: none"> • Describe the human instinct to survive (characters’ actions) by citing examples from the anchor and linking texts. <p>Exploratory Essay</p> <ul style="list-style-type: none"> • Consider how self organizing evokes creativity and results in new solutions and a new world order. • How does this idea account for unusual heroes and support systems in a time of crisis. Use anchor and linking text for examples. <p>News Article or News Story</p> <ul style="list-style-type: none"> • Write a news article or story about the boys’ rescue and return to England. • Use Reporters’ Notes; conduct mock interviews with the boys and with people providing different perspectives. • Include mock statements made by the interviewees. <p>Research Activity</p> <ul style="list-style-type: none"> • Research news articles about a current crisis or national disaster and evaluate the method in which key leaders responded; analyze the 	<p>- As communication between the boys begins to break down, tensions escalate</p> <ul style="list-style-type: none"> • Understand the appropriate uses and implications of casual or informal language vs. professional language • Recognize language bias <p>- diction</p> <p>- voice</p> <ul style="list-style-type: none"> • words from selection • academic vocabulary • technical/specialized vocabulary • word etymology and variation • find current uses in Google News <p>Writing Strategies</p> <ul style="list-style-type: none"> • process writing • language appropriate for purpose and audience • revise own writing using proofreading checklist • critique own writing for sophisticated sentence structure • cite sources using MLA conventions • evaluate own writing(review, revise, edit) • note taking <p>Grammar Skills</p> <ul style="list-style-type: none"> • practice skills for ACT success • grammar mini-lessons <p>Grammar Instruction to</p> <ul style="list-style-type: none"> • enrich writing: add detail, style, voice • create organizational coherence and flow • make writing conventional <p>Additional MDE Grammar Resource “Power of Language” Module(ELA Companion Document)</p>

Dispositions Big Ideas/Themes Focus/Essential Questions	Literary Genre Focus/ Anchor Text	Linking Texts Instructional Resources	Narrative Text	Informational Text	Reading, Listening, Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	On-Going Literacy Development
<p>that lead to order, not more chaos... When chaos erupts, it not only destroys the current structure, it also creates the conditions for new order to emerge."Margaret Wheatley</p> <p>"The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man."George Bernard Shaw</p> <p>"Of the four," he writes, "Fear is the most potent. In a skilled surgeon's hands, Fear cuts through the layers of fat around a reader's brain, jabbing and needling until, trembling with the unquenchable desire built on frustration, the recipient of your Fear message grabs his pen or his phone to soothe his fever." Herschell Gordon Lewis</p> <p>William Faulkner's advice to writers: "He must teach himself that the basest of all things is to be afraid; and, teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the old universal truths lacking which any story is ephemeral and doomed - love and honor and pity and pride and compassion and sacrifice... The poet's, the writer's, duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past." William Faulkner Nobel Banquet Speech, 1949</p> <p>"The chief obstacle to the progress of the human race is the human race."Don Marquis</p>						<p>articles to identify the key elements</p> <ul style="list-style-type: none"> Analyze the current crisis in light of <i>Lord of the Flies</i>, "Putting Chaos in Order," "New Orleans After Katrina," and "Leadership Lessons for the Real World" Report your findings in news article format <p>Formal Research Report</p> <ul style="list-style-type: none"> Complete formal research report begun in Unit 11.3 <p>Authentic Writing</p> <ul style="list-style-type: none"> Write a review of <i>Lord of the Flies</i>; generate questions, establish criteria, incorporate elements of a review; share in class book club format Critique reviews using class-generated rubric; share data on data wall <p>Speaking</p> <ul style="list-style-type: none"> Recite poetry from time period <p>Expressing</p> <ul style="list-style-type: none"> Interpret parts of the novel in a dramatic performance, music video, dance, or art 	<p>ACT College Readiness Standards English</p> <p>Analyze text for</p> <ul style="list-style-type: none"> Topic Development in Terms of Purpose and Focus Organization, Unity, and Coherence Word Choice in Terms of Style, Tone, Clarity, and Economy Sentence Structure and Formation Conventions of Usage Conventions of Punctuation <p>Reading</p> <p>Analyze text for</p> <ul style="list-style-type: none"> Main Ideas and Author's Approach Supporting Details Sequential, Comparative, and Cause-Effect Relationships Meanings of Words Generalizations and Conclusions <p>Writing</p> <p>Write text that</p> <ul style="list-style-type: none"> Expresses Judgments Focuses on the Topic Develops a Position Organizes Ideas Uses Language Effectively - conventions (grammar, usage, mechanics) - vocabulary (precise, varied) - sentence structure variety (vary pace, support meaning)