Grade 12 English Language Arts
English 12

Anglo-Saxons & Epic Heroes 449 - 1066

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the authors 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).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.)

Assess how point of view or purpose shapes the content and style of a text.

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).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. 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.

SL.11-12.1c. 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.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speakers 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.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

Students read and listen to stories about the classic heroes of the Anglo-Saxons and world literature, such as Beowulf, Gilgamesh, and Achilles. The characteristics of the archetypal hero, setting, and antagonist will be discussed. Recognizing themselves as modern heroes, students will produce personal narratives to accompany their college application, which may feature their strengths, their ability to rise above obstacles, or an experience that changed them.

Unit Goals

1. Students will understand how cultural ethics are reflected in heroes.
2. Students will explore the conflict between good and evil.
3. Students will understand the oral tradition.
4. Students will explore the changing role of women in society.
5. Students will understand the necessity of close reading.

Big Ideas

1. cultural ethics reflected in heroes
2. conflict between good and evil
3. oral tradition
4. changing role of women in society

Enduring Understandings

1. The universality of literature transcends time and place.
2. Conflict is vital to growth.
3. Heroes are societal and cultural role models.
4. Society finds happiness in entertainment.
5. A relationship exists between place and literature.
6. Literature shapes or reflects society.

Content

1. alliteration
2. archetype
3. assonance
4. caesuras
5. epic/epic hero
6. foil
7. heroic/Homeric similes
8. icon
9. kennings
10. oral tradition
11. personal essay

Skills

1. Determine the storyteller's purpose and describe how it affects the interpretation of a reading selection.
2. Support ideas with details and examples from the text.
3. Demonstrate understanding of text through paraphrases.
4. Formulate the cause and effect of the spread of Christianity on literature.
5. Explain what is meant by the archetype of the epic hero.
6. Create an original kenning.
7. Identify the early literary devices (kennings, alliteration (Beowulf), Homeric/heroic/epic similes) in pre-medieval, orally delivered literature.
8. Examine shifts in perspectives when different authors tell the stories.
9. Convince an audience of the importance of a personal accomplishment.
10. Compose a convincing personal essay to showcase gifts and skills for college admission.
11. Write a personal letter adhering to style and structure that identifies personal strengths and weaknesses, indicates strategies to accomplish goals, and reveals personal expectations for study.
12. 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.

Analyze the impact of the authors 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).

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.

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).

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

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.

Evaluate a speakers 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.

Essential Questions

1. What is the relationship between place and literature?
2. How does literature shape or reflect society?
3. How has language evolved over time?
4. What are the qualities of a true hero?
5. Why do heroes embody the ethics of their culture?
6. What effect did the influence of Christianity have on literature?
7. How do characters in medieval literature exhibit symbolic meaning both in literature and iconography?
8. How are political, social, and cultural assumptions and beliefs illustrated in pre-medieval literature?

What was the heroic ideal of Anglo-Saxon Britain and why?

What are the universal themes of epic poetry?

What is kenning and alliterative verse?

What specifically did America inherit from Britain in terms of political system, law, and language?

Who am I and how do I fit into this world?

Stage 2: Assessment Evidence

KWL Chart

Diagnostic: SmartBoard/ActivBoard Interactive Activity

Complete a KWL Chart with students to assess what they KNOW, what they WANT TO KNOW, and what they want to LEARN about the Anglo-Saxon period. The teacher could make a list of domain-specific vocabulary and ask students to offer definitions. This activity offers insight into pre-knowledge.

The Personal Letter

Formative: Writing Assignment

Students will use (PEA) Purpose, Explanation, and call to Action, to compose a Personal Letter which reveals their strengths and weaknesses in ELA and what their expectations are for Senior English. Also, they will explain what their responsibility is in order to be proficient readers and writers. This formative assessment gives the instructor insight into the interest, skill-level, and expectation of the student.

Comparison-Contrast Paper

Summative: Comparative Study

Compare and contrast the monster Grendel depicted in Beowulf with John Gardner's creation in Grendel. What are the qualities of each?Is one more fearsome than the other?How does the shift in perspective of the story being told affect the reader (or listener?) Another idea is to have students compare two translations of the same section of the narrative to compare and contrast author tone and style. Assertions must be supported by text evidence.

Graphic Novel

Summative: Visual Arts Project

Students may work independently or in groups to create a graphic novel of one of the unit's reading selections, a similar supplemental, or a new idea, which illustrates the conventions of an epic and the epic hero. By brainstorming significant events and story boarding, students can build suspense to create an entertaining piece that tells a fantastic story to ordinary people.

Personal Narrative Essay

Summative: Essay

Students will produce personal narratives to accompany their college application, which may feature their strengths, their ability to rise above obstacles, or an experience that changed them.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Graphic Organizer: Using a KWL Chart, students can share what they believe they know about the Anglo-Saxons or pre-medieval literature.
2. Brainstorming: As a class or in groups, students can generate ideas about similarities and differences between works or characters.
3. Independent Work: Students will select one of the characters from the literature they are reading. On a piece of posterboard, they will create a Facebook page for that character. They should include as many features as possible, such as Profile picture, banner, About me, Favorite movies, books, etc. They can also include ads on the sides of the page.
4. Peer Partner Groups: Students peer edit each other's rough drafts.
5. Cooperative Learning Groups: Students work in groups to create a graphic novel of the events in one of the selections.
6. Guided Practice: Students annotate as they read or listen to audio or video selections; they may make connections, ask questions, draw graphics, etc.
7. Reflective Writing: Students will write a Personal Letter to instructor using PEA--Purpose, Explanation, Action--to reveal their perceived ELA strengths and weaknesses, as well as expectations.
8. Writing to Inform (Career Connection): Students produce personal narratives to accompany their college application, which may feature their strengths, their ability to rise above obstacles, or an experience that changed them.
9. Flipped Classroom: At home, students can view lectures and presentations on YouTube and annotate using handouts if desired. They should prepare for class discussions after watching selections.

Technology Integration

1. Chromebooks for research, reading selections via Gutenberg Project, blogging
2. Webcasts for tutorials
3. Youtube for lectures, Crash Course (John Green), student productions
4. SmartBoard for KWL charts
5. iPads for video productions
6. Flip Cameras for video productions
7. Google Cloud Technology for prewriting/brainstorming, writing, revising, editing, production of essays, narratives, etc.
8. Smartphones for alternate technology access
9. Prezi presentations
10. PowerPoint
11. Adobe Photoshop for graphic novel

Resources

***Suggested Texts***

*Elements of Literature*, Sixth Course (Holt, Rinehart, Winston, 2010)

*Prentice Hall Literature: The British Tradition* (Pearson Education, 2010)

Gutenberg Project for supplemental readings:

***Poetry***

*Beowulf* --various translations---Raffel and Heaney

*Gilgamesh--*Anonymous

*The Iliad, from Book 18: The Immortal Shield; from Book 22: The Death of Hector-*Homer

*"The Ruin," "The Wanderer," and "The Seafarer" in the Exeter Book*

***Informational Text***

*A History of the English Church and People* by the Venerable Bede

***YouTube Lectures***

In Search of Beowulf 45:00

Depiction of the Serfs in the Middle Ages 2:25

Resources

* Horrible Histories of the Anglo-Saxons (<http://www.youtube.com/watch?v=-s5MkSv5_P4>)

Grade 12 English Language Arts
English 12

The Middle Ages 1066 - 1485

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

11. Respect all human life (CCC 2318).

13. Show special regard for the poor (CCC 2443).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the authors 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).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an authors 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.

Assess how point of view or purpose shapes the content and style of a text.

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).

Reading: Informational Text

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an authors 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

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

Range of Writing 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, and audiences.

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

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language 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.

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.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. 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.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. 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.

SL.11-12.1d. 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.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speakers 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.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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 or formal and informal tasks.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The Middle Ages Unit illustrates how the oral tradition continued during these early times and continued to evolve into other genres beyond alliterative verse including dance (ballads) and rhymed couplets. The medieval individual's ideologies about love, God, salvation, redemption, and the changing role of women in society are explored in an effort to raise awareness about social justice issues prevalent in world societies today.

Unit Goals

1. Students will understand how ethics are reflected in culture.
2. Students will explore the conflict between good and evil.
3. Students will understand what is meant by the oral tradition.
4. Students will explore redemption and salvation in life and literature.
5. Students will examine the changing role of women in society.

Big Ideas

1. ethics reflected in culture
2. conflict between good and evil
3. oral tradition
4. redemption and salvation
5. changing role of women in society

Enduring Understandings

1. The universality of literature transcends time and place.
2. Heroes are societal and cultural role models.
3. Conflict is vital to growth.
4. The importance of language is to communicate concisely and coherently in a unified manner.
5. Seeking out and synthesizing information about a given topic leads to a clear and distinctive perspective.

Content

1. allegory
2. ballad
3. canto
4. methods of characterization
5. fabliaux
6. farce
7. foil
8. framed narrative
9. hyperbole
10. icon
11. incremental repetition
12. kennings
13. miracle, mystery, morality plays
14. oral tradition
15. satire
16. symbol
17. verse

Skills

1. Determine the storyteller's purpose and analyze how it affects the interpretation of a reading selection.
2. Support ideas with details and examples from the text.
3. Demonstrate understanding of text through paraphrases.
4. Formulate reasons for specific social, political, and cultural ideologies.
5. Analyze the literary elements and genres (allegory, ballad, farce, satire, and foil) in medieval literary works and identify characteristics of medieval literary forms.
6. Evaluate the role of the framed narrative in Chaucer's *Canterbury Tales*, Dante's *Inferno*, and other works.
7. Compare works of medieval literature and art, particularly their depiction of character and their focus on the otherworldly.
8. Examine medieval attitudes about women, God, salvation, redemption, and social justice.
9. 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.
10. Evaluate a speakers 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.
11. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
12. Interpret figures of speech (e.g., kennings, hyperbole, paradox) in context and analyze their role in the text.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

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.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

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.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

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.

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.

Evaluate a speakers 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.

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.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

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.

Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. How have humans distinguished between the earthly and the divine?
2. How do characters in medieval literature exhibit symbolic meaning both in literature and iconography?
3. How are political, social, and cultural viewpoints during medieval times represented in literature and other expressive art forms?
4. How is society linked to literary and artistic expression?

Stage 2: Assessment Evidence

KWL Chart

Diagnostic: Diagnostic

Complete a KWL Chart with students to assess what they KNOW, what they WANT to know, and what they want to LEARN.

Classroom Discussion and Collaboration

Formative: Class Discussion

As students discuss content in classroom, teacher can determine level of understanding and modify lessons accordingly.

Going on a Pilgrimage

Formative: Cooperative Group Work

Students will determine a destination, purpose, and means of travel to transport the class to an imagined place. Using Chaucer's classification of his 29 pilgrims (Feudal, clergy, merchant) students will create a list of different travelers who might be part of this group. This idea generator will allow for character development in a later assessment (Create a Character).

Canterbury Tales Jeopardy

Formative: SmartBoard/ActivBoard Interactive Activity

Use Quizlet to create a Jeopardy game to test students' knowledge of characters, setting, and general information about The General Prologue. The game can also double as flashcards.

Design a Place Setting

Summative: Visual Arts Project

Select a character from Chaucer's Canterbury Tales. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character? Use textual evidence to design a place setting that illustrates this character's personality and inner motivations. Include typical place setting items such as a plate, cup and saucer, cutlery, and other accoutrements associated with the character and his/her occupation.

Gawain or The Wife of Bath's Knight?

Summative: Persuasive Writing

Examine the characters of Sir Gawain and the Green Knight, the Wife of Bath's "Knight's Tale," and Chaucer's knight. Determine the qualities of the ideal knight. How do these characters differ? Do they differ at all? Use textual evidence from the texts to support an original, concise thesis. Write a persuasive essay that supports the thesis.

Feminist Attitudes in "The Wife of Bath's Tale"

Summative: Expository Essay

Research criticisms or use a controlled criticism which discusses the feminist attitudes found in "The Wife of Bath's Tale." Identify the author's philosophical assumptions and evaluate whether you feel they are validly supported by evidence from the text. Create an expository essay which explains your views.

Characterize a Character

Summative: Oral Assessment

Students will use methods of characterization (physical description, manner of speech, actions, ways others view, inner motives and desires) to create a character (contemporary or medieval) participating in the classroom pilgrimage. The description (as in The Prologue) must be no less than 20 lines and must be written in rhymed couplets of iambic pentameter. Students will dress as their character and orally deliver their verse.

Stage 3: Learning Plan

Learning Experiences

1. Discussion: As a class students discuss the ethics of a culture and medieval social order: clergy, feudal, and merchant; feminist attitudes, etc.
2. Role Playing: Students can role play by writing, producing and enacting their own miracle or morality play, and/or create a character.
3. Graphic Organizers: Students will annotate all reading selections with connections, questions, suppositions, inferences. They will then create word maps to discover word meaning through context clues using restatement, definition, comparison/contrast, and/or example. They can read and annotate selected informational text which offer criticisms, exposition, and persuasion.
4. Individual or Group Research: Students research selected topics relevant to reading selections.
5. Listening: Students listen to various selections to understand how language functions in different contexts (verbal irony, rhymed verse, alliteration).
6. Guided Reading: Students use close reading to analyze and identify an author's attitude by examining his/her philosophical assumptions and beliefs.
7. Creative Writing: Students apply methods of characterization to create their own characters, i.e., physical description, inner motives desires, actions, manner of speech, how others view him/her---and gain deeper insight into development.
8. Discussion: As a class in discussion, students discover dual meanings (literal figurative) of symbols found in literature and offer substantive reasons for their presence, i.e., darkness/light, good/evil, human/divine.
9. Guided Reading: Students utilize writing labs or equivalent to research, annotate, and document related specific content.
10. Graphic Organizer: Using a KWL Chart, students can share what the believe they know about the Anglo-Saxons or pre-medieval literature.
11. Brainstorming: As a class or in groups, students can generate ideas about similarities and differences between works or characters.
12. Independent Work: Students will select one of the characters from the literature they are reading. On a piece of posterboard, they will create a Facebook page for that character. They should include as many features as possible, such as Profile picture, banner, About me, Favorite movies, books, etc. They can also include ads on the sides of the page.
13. Peer Partner Groups: Students peer edit each other's rough drafts.
14. Cooperative Learning Groups: Students work in groups to create a graphic novel of the events in one of the selections.
15. Flipped Classroom: At home, students can view lectures and presentations on YouTube and annotate using handouts if desired. They should prepare for class discussions after watching selections.

Technology Integration

1. Chromebooks for research; reading selections via Gutenberg Project; blogging
2. Webcasts for tutorials
3. YouTube for lectures, Crash Course (John Green), student productions
4. SmartBoard for KWL charts
5. iPads for video productions
6. Flip Cameras for video productions
7. Google Cloud Technology for prewriting/brainstorming, writing, revising, editing, production of essays, narratives, etc
8. Smartphones for alternate technology access
9. Prezi presentations
10. PowerPoint

Resources

***Suggested Texts***

*Elements of Literature* Sixth Course (Holt, Rinehart, Winston)

*Literature: The British Tradition* (Prentice Hall, 2012)

*Holt McDougal Literature Grade 12* (Houghton Mifflin Harcourt Publishing Company)

Gutenberg Project for supplemental readings

Selected Morality and Miracle Plays

***Poetry***

* *Beowulf* --various translations---Raffel and Heaney
* Dante Alighieri's *Divine Comedy (Inferno Cantos I - XI, XXXI - XXXIV)*
* *Gilgamesh*
* Chaucer's *Canterbury Tales (*"The General Prologue," "The Wife of Bath's Tale," "The Knight's Tale," "The Monk's Tale," "The Pardoner's Tale," "The Nun's Priest's Tale")
* Boccacio's *The* *Decameron (*"Federigo's Falcon"*)*
* Ballads: "Lord Randall," "Edward," "Get Up and Bar the Door," "The Unquiet Grave," "Fair Margaret and Sweet William," "Twa Corbies," "Helen of Kirkconnell," "The Fause Lover"
* *Sir Gawain and the Green Knight*
* *"*The Ruin*"* and "The Wanderer*"* in the *Exeter Book*

***3. Informational Text***

* *Confessions (Book XI)* Saint Augustine
* *The One and the Many in the Canterbury Tales* by Traugott Lawler
* *Medieval Images, Icons, and Illustrated English Literary Texts: From Ruthwell Cross to the Ellsmere Chaucer* by Maidie Hilmo
* *St Thomas Aquinas* by G.K. Chesterton
* *The History of the Medieval World: From the Conversion of Constantine to the First Crusade* by Susan Wise Bauer

Resources

* Life in Medieval Britain (<http://www.youtube.com/watch?v=PuwaXWcX1L8>)

Grade 12 English Language Arts
English 12

The Renaissance & Shakespeare 1485 - 1660

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an authors 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.

Assess how point of view or purpose shapes the content and style of a text.

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).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an authors 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.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Range of Writing 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, and audiences.

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

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2b. Spell correctly.

Knowledge of Language 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.

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.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. 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.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. 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.

SL.11-12.1d. 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.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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 or formal and informal tasks.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The Renaissance Unit, for assessment purposes, is divided into four sections here, to accommodate the various genres and to address the rise of humanism. The Unit itself may be taught in any order (as can all the individual Units) and not lose any content or purpose. The overarching idea is to illustrate how the literature of the Renaissance period broke with and built on the literature of the Middle Ages. It also continues to illustrate the theme that all literary forms reflect religious, philosophical, and aesthetic principles. The option of incorporating a Shakespeare drama into this Unit is logical; however, a separate Shakespeare Unit may be offered if desired.

Unit Goals

1. Students will understand how literature of the Renaissance period broke with and built on the literature of the Middle Ages.
2. Students will understand that all literary forms reflect religious, philosophical, and aesthetic principles.
3. Students will understand the rise of humanism.

Big Ideas

1. universal themes
2. cultural literacy
3. value of legacy
4. connection of history and literature

Enduring Understandings

1. Many truths about humanity and the human condition are universal.

2. Love is complicated.

3. It is human nature to desire control.

4. Knowledge is power.

5. Religion and politics should be separate.

Content

1. allusion
2. classicism
3. divine right of kings
4. epistle
5. fate
6. free will
7. The Great Chain of Being
8. humanism
9. iambic pentameter
10. iambic tetrameter
11. idyll
12. ode
13. qualities of tragedy
14. satire
15. sonnet
16. symmetry
17. tragic flaw
18. tragic hero

Skills

1. Understand the historical context and cultural influences of the Renaissance.
2. Define theme and analyze plot to determine two or more themes.
3. Determine how multiple themes in a text develop and interact to build on one another and produce a complex account.
4. Identify and analyze characteristics of Shakespearean sonnets.
5. Interpret figurative language, including hyperbole, simile, and metaphor.
6. Analyze imagery.
7. Identify and analyze sonnets, including Shakespearean, Petrarchan, and Spenserian.
8. Identify and analyze rhyme, including rhyme scheme and end rhyme.
9. Interpret metaphysical conceits.
10. Analyze and evaluate an argument.
11. Summarize key ideas in poetry.
12. Write an argument to support a claim in a critical review.
13. Vary syntax for persuasive effect and cohesive flow.
14. Research word origins as an aid to understanding word meaning.
15. Read, interpret, and paraphrase a Shakespeare play.
16. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
17. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
18. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
19. Assess how point of view or purpose shapes the content and style of a text.
20. Read and comprehend complex literary and informational texts independently and proficiently.
21. Write arguments to support claims in an analysis or substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
22. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
24. Develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach.
25. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
26. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
27. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
28. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

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.

Essential Questions

1. Should religion be tied to politics?
2. What is the ideal society?
3. Why do people seek power?
4. What makes a great leader?
5. Why is love so complicated?
6. What sources provide the best advice?

Stage 2: Assessment Evidence

KWL Chart

Formative: Graphic Organizer

Determine pre-knowledge with a KWL chart (What the students know; what they want to know; and what they want to learn). Students may write on white boards, chalkboards, SmartBoards, flip charts, etc., something central to the classroom where all can add input.

Similarities and Differences Between Poets

Formative: Graphic Organizer

Create a Venn Diagram or some other type of graphic organizer to identify similarities and differences between the pastoral, carpe diem, metaphysical, and cavalier poets of the Renaissance.

Shakespearean Sonnet Explication

Summative: Expository Essay

In a five paragraph essay with a funnel introduction, students will explicate one of Shakespeare's 254 Sonnets to identify speaker and the dramatic situation, the general plot and conflict, and the poetic devices used.

Create an Aphorism

Summative: Writing Assignment

Think of some advice that you have been told which you found especially helpful. Then condense that advice into two to three lines and craft an aphorism, a brief statement that expresses the advice. As a cooperative group, select a relevant topic (adolescence, school, friends, love) and generate several aphorisms associated with that topic. Link them logically as Francis Bacon did in his Essays.

Critical Review

Summative: Written Commentary

After reading, watching, or listening to an adaptation of a play or poem/song, write a critical review which identifies what you enjoyed or perhaps didn't enjoy. This is your claim or position. Support your claim or position with evidence from both the primary source (text) and the movie or theater or lyrical adaptation. Limit your commentary to a scene or excerpt.

Critic Blog

Formative: Interactive Media

Create an online journal (Blog) that allows you to post your ideas,comments, and other information which others can comment on. You can write about anything. Work with others to combine or link information on their pages. This formative assessment could become summative if reviewed with a rubric at the end of the course.

Stage 3: Learning Plan

Learning Experiences

1. Flipped Classroom: Students can listen to YouTube lectures or presentations (John Green Renaissance) or BBC productions on historical background information. Students will annotate and/or outline their findings.
2. Cooperative Learning: Students will brainstorm everything they think they know about the Renaissance.
3. Cooperative Learning: Students will discuss whether or not love is blind, or when it becomes an obsession. Students will offer advice to poets who struggle with love.
4. Vocabulary Building: Students will try to determine a vocabulary word's meaning through context clues such as comparison, contrast, definition, example, or restatement.
5. Internet Research: Students will use the Internet to find credible sources of information and criticisms on Shakespeare's sonnets.
6. Writing Assignment: Students will write a five-paragraph essay to explicate a Shakespeare sonnet identifying the speaker and the dramatic situation, the general plot and conflict, and the poetic devices used.
7. Close Reading: Students will read, listen to, annotate, and interpret selected sonnets.
8. Jigsaw: In cooperative groups, students will define selected poetic devices and other figurative devices.
9. Technology Integration: Students will compose a pamphlet which explains how to write a sonnet.
10. Writing Assignment: Students will write their own sonnets on a selected topic.
11. Cooperative Learning: Students create a graphic organizer identifying similarities and differences between the different poets discussed in this unit.
12. Cooperative Learning: Students will generate qualities of a good leader and then rank them in order of importance. Another option would be to discuss whether one would rather be loved or respected.
13. Compare and Contrast: Students match the lyrics of a song to one of Shakespeare's sonnets and present findings to class. Song may be played or performed.
14. Performance Activity: Students will engage in role playing a selected Shakespearean drama (or scene from a play).
15. Cooperative Learning: Students will locate one of the major themes presented in the selected Shakespearean drama and discuss ways individuals respond to or deal with these themes.
16. Classwork: As a class, read and discuss literary and philosophical works from the 15th and 16th century, with particular attention to questions of reason and emotion.
17. Cooperative Learning: Students can link their aphorisms together to form meaningful messages (as Bacon did with *Essays)*

Technology Integration

1. Chromebooks for research, reading selections via Gutenberg Project; blogging
2. webcasts for tutorials
3. YouTube for lectures, Crash Course (John Green), student productions
4. SmartBoard for KWL charts
5. iPads for video productions
6. flip cameras for video productions
7. Google Cloud technology for prewriting/brainstorming, writing, revising, editing, production of essays, narratives, etc
8. smartphones for alternate technology access
9. Prezi presentations
10. PowerPoint

Resources

1. *Elements of Literature Sixth Course* (Holt, Rinehart, Winston)
2. *Literature: The British Tradition* (Prentice Hall, 2012)
3. *Holt McDougal Literature Grade 12* (Houghton Mifflin Harcourt Publishing Company)

Edmund Spenser

* "Sonnet 1"
* "Sonnet 35"
* "Sonnet 75"

Sir Phillip Sydney

* "Sonnet 31"
* "Sonnet 39"

Christopher Marlowe

* "The Passionate Shepherd to His Love"

Sir Walter Raleigh

* "The Nymph's Reply to the Shepherd"

Robert Herrick

* "To the Virgins, to Make Much of Time"

Andrew Marvell

* "To His Coy Mistress"

William Shakespeare

* "Sonnet 18"
* "Sonnet 29"
* "Sonnet 30"
* "Sonnet 71"
* "Sonnet 73"
* "Sonnet 106"
* "Sonnet 116"
* "Sonnet 130"

Francesco Petrarch

* "Sonnet 42"

John Donne

* "The Flea"
* "Song"
* "A Valediction Forbidding Mourning"
* "Meditation 17"
* "Death Be Not Proud"

Ben Jonson

* "On My First Son"
* "Song: To Celia"
* "Sonnet 42"

Francis Bacon

* "Of Studies" from *Essays*

Suggested Shakespeare:

*Hamlet*

*Henry V*

*King Lear*

*Macbeth*

*The Merchant of Venice*

*Richard III*

Resources

* Shakespeare and Spenser Sonnets (<http://www.shakespeares-sonnets.com/spenser1>)

Grade 12 English Language Arts
English 12

17th Century: Time & Salvation

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

5. Know that sin is an offense against God (CCC 1850).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the authors 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).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.)

Assess how point of view or purpose shapes the content and style of a text.

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).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. 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.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. 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.

SL.11-12.1d. 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.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The 17th Century: Time Salvation Unit will briefly examine two schools of thought which arose during this period due to two innovations---the timepiece and the printing press. In response to these inventions, writers were fascinated by the passage of time and the individual's road to salvation.

Resources

Unit Goals

1. Understand how inventions influence the attitudes of society.
2. Understand how poetic devices advance the theme in poetry.

Big Ideas

1. influences on society and the individual with the inventions of the watch and the printing press
2. various interpretations of the Bible's message
3. divine right of kings
4. parliament's rights to limit the king's power
5. Anglican and Roman Catholic beliefs versus Puritan beliefs

Enduring Understandings

1. Time flies; eternity waits.
2. Salvation comes to those who seek it.
3. Less is more.
4. Literature provides answers to the meaning of truth, beauty, and understanding.
5. Overbearing pride and ambition can be destructive.

Content

1. allegory
2. allusion
3. argumentation
4. authorial intent (purpose)
5. blank verse
6. conceit
7. carpe diem
8. fate
9. free will
10. "in medias res"
11. inductive reasoning
12. irony: verbal, situational, dramatic
13. metaphysical poetry
14. paradox
15. personification
16. rationalism
17. satire

Skills

1. Evaluate the idea of reading literature as a quest for truth, for beauty, and for understanding.
2. Write literary and philosophical analyses with a focus on clarity and precision of expression.
3. In a poem, identify and evaluate speaker, purpose, dramatic situation/conflict, and resolution.
4. Understand the historical context and cultural influences of the period.
5. Define theme and analyze plot to determine two or more themes.
6. Determine how multiple themes in a text develop and interact to build on one another and produce a complex account.
7. Analyze figurative language, including hyperbole, simile, and metaphor.
8. Analyze imagery.
9. Identify and analyze rhyme, including rhyme scheme and end rhyme.
10. Interpret metaphysical conceits.
11. Analyze and evaluate an argument.
12. Summarize key ideas in poetry.
13. Write an argument to support a claim in a critical review.
14. Vary syntax for persuasive effect and cohesive flow.
15. Research word origins as an aid to understand word meaning.
16. Analyze primary sources.
17. Evaluate religious discussions in terms of purpose, tone, style and audience.
18. Determine an authors 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.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

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.

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.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Essential Questions

1. How did 17th century writers deal with the relationship between reason and emotion?
2. How did 17th century writers respond to new innovations in their environments?
3. How are 21st century learners similar to 17th century writers?
4. How did 17th century writers justify suffering in their world?
5. What solutions for redemption and salvation did 17th century writers offer to their society?
6. Where does one find wisdom?
7. What are the dangers of pride and ambition?
8. How does one avoid or resist temptation?

Stage 2: Assessment Evidence

So What do YOU Think?

Diagnostic: Class Discussion

Before beginning the unit or section, write an Essential Question or Big Idea somewhere large and visible. Ask students, "So What do YOU think?" Collectively write down ideas. At the end of the unit or section, return to this opening question and let them add what they have learned. Suggestions: Where does one find wisdom?What are the dangers of pride and ambition?How does one avoid or resist temptation?

4 Corners

Formative: Cooperative Group Work

This is a great way to measure opinion and understanding. Label each of the four corners in your classroom Strongly Agree, Agree, Strongly Disagree, Disagree. State (write somewhere visible) an Enduring Understanding or relevant STATEMENT (Salvation comes to those who seek it.). Direct students to choose the corner that best represents their opinions. Rotate through each group asking a spokesperson to express why they feel this way. Allow students to travel from one corner to another after each opinion if it alters their viewpoint. Tell students the object is to get as many students into your corner as possible. This assessment offers a viable means of determining different perspectives on topics; especially helpful is allowing students to see dissenting views.

Poetry Recitation

Summative: Oral Assessment

Select a poem or excerpt from a longer poem and recite it from memory. Include an introduction that states: What the excerpt is fromWho wrote itWhat kind of poetry it exemplifies and why

Comparing Critical Viewpoints

Summative: Persuasive Writing

Have students select an assortment of criticisms (from 17th century writers through today). Read, analyze, interpret, and evaluate the author's claims and arguments. Write a persuasive essay that supports or counters these arguments.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Questioning Strategies: Read literary and philosophical works from the 17th century, with particular attention to questions of the obsession with time and the search for paths to salvation.
2. Collaborative Learning: Have students break into groups and work collaboratively to research the standard of living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc). This can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
3. Reading and Note-Taking Skills: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
4. Role Play Activities: Students can replicate a scene or scenario from one of the texts used in class (i.e., create a scene one would find in British Parliament).
5. Listening Activities: Find spoken examples of the various forms of literature so students recognize the differences in kinds of texts (i.e., sermons, speeches, etc.).
6. Outline/Note-Taking: If using a book with an historical introduction provided, students can be asked to annotate/outline the selection. This will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
7. Stop and Jot: For any texts read together as a class, select strategic points or complex text to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
8. Developing higher level questioning: Students prepare ten different questions to be used in class discussion. Students should keep in mind that they must reference specific evidence from the text and must require an extended response answer rather than a "yes" or "no."
9. Visual Representation: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Charting Learning: Students can monitor/chart and discuss reading strategies used to analyze poetry and readings and share with classmates. Two philosophical works of the 17th century can be analyzed for their treatment of an idea related to human reason.
11. Charting Learning: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Research: Conduct research, online and in libraries, on a particular 17th century author, work, or idea.
13. Collaborative Learning: Students are divided into small groups of five or six and assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research, another figurative language; another themes, etc. Continue until each member has a role. Eventually each student will come back to his or her jigsaw group to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
14. Discussion: In class discussion topics: How do we read informational text? How do we pull important details from a text and formulate those into notes? How do the societies of this time differ? How do these differences impact the literature?
15. Graphic Organizer: Students can discover, define and provide examples of different poetic devices (alliteration, assonance, simile, metaphor, extended metaphor, conceit, theme, etc.) which can be compiled as a chart that students keep and continue to add to throughout the unit of study.
16. Literature Summaries: Students are split into groups and create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.
17. Charting Learning: Interpret figurative language through paraphrasing, analyzing theme, and author and purpose.

Resources

Technology Integration

1. Chromebooks for research, reading selections ala Gutenberg Project, blogging
2. Webcasts for tutorials
3. YouTube for lectures, Crash Course (John Green), student productions
4. Smartboard for KWL charts
5. iPads for video productions
6. Flip Cameras for video productions
7. Google Cloud technology for prewriting/brainstorming, writing, revising, editing, production of essays, narratives, etc.
8. Smartphones for alternate technology access
9. Prezi presentations
10. PowerPoint

Resources

*Elements of Literature Sixth Course* (Holt, Rinehart, Winston)

*Literature: The British Tradition* (Prentice Hall, 2012)

*Holt McDougal Literature Grade 12* (Houghton Mifflin Harcourt Publishing Company)

CARPE DIEM POETRY

Robert Herrick

* "To the Virgins, to Make Much of Time"

Andrew Marvell

* "To His Coy Mistress"

METAPHYSICAL CONCEITS

John Donne

* "The Flea"
* "Song"
* "A Valediction Forbidding Mourning"
* "Meditation 17"
* "Death be not proud"

INFORMATIONAL TEXT

"Explicating Donne: 'The Apparition' and the 'The Flea'" by Laurence Perrine

*Leviathan* by Thomas Hobbes

*An Essay Concerning Human Understanding* byJohn Locke

"Milton and the Critics: The Reception of Paradise Lost" by Sophie Read

EXPERIENCE AS TEACHER

Ben Jonson

* "On My First Son"
* "Song: To Celia"
* "Sonnet 42"
* "Still to Be Neat"

PURPOSE, STYLE, AUDIENCE

from *Paradise Lost--*"The Fall of Satan" by John Milton

*The Pilgrim's Progress* by John Bunyon

*Female Orations by* Margaret Cavendish

Resources

* Female Orations by Margaret Cavendish (<http://www.appohigh.org/ourpages/auto/2014/4/8/46730349/Female%20Orations.pdf>)

Grade 12 English Language Arts
English 12

The Restoration & 18th Century 1660 - 1798

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

5. Know that sin is an offense against God (CCC 1850).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the authors 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).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an authors 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.

Assess how point of view or purpose shapes the content and style of a text.

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).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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. (Include at least one play by Shakespeare and one play by an American dramatist.)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11CCR text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an authors 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.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

Range of Writing 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, and audiences.

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

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 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.

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.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. 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.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. 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.

SL.11-12.1d. 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.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speakers 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.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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 or formal and informal tasks.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

Throughout this unit on the Restoration and 18th century, students will become familiar with how writers viewed life at this time, and how they used parody, satire, and other rhetorical devices to make their points. Additional informational text will familiarize students with political points of view during this time period. Since this period was heavily imbued with the power of persuasion, students will have an opportunity to learn effective methods of persuasive writing and speaking by writing their own essays and speeches, respectively.

Unit Goals

1. Understand the historical context of the literature of the Restoration and the 18th century.
2. Understand how writers use parody, satire, and other rhetorical devices to make their points.
3. Understand the power of persuasion.

Big Ideas

1. tradition and reason
2. glorious revolution
3. satirical voices
4. the age of Johnson
5. the rise of women writers
6. The Enlightenment
7. The Age of Reason

Enduring Understandings

1. There is no easy fix to the struggles in life.
2. Celebrity endorsements can shape the way people think.
3. Social injustice cripples the advancement of a culture.
4. All men are created equal.
5. All individuals have value and worth and are entitled to basic human rights.
6. Outcomes are often determined by personal perception.

Content

1. anecdotes
2. biography
3. diary
4. entymology
5. fantasy fiction
6. heroic couplet
7. human folly
8. iambic pentameter
9. idioms
10. incongruity
11. irony
12. juxtaposition
13. mock epic
14. neoclassical attributes (order, logic, symmetry, wit)
15. overstatement
16. parallelism
17. parody
18. persuasive appeals
19. reason
20. sarcasm
21. satire (Horatian Juvenalian)
22. tone
23. tradition
24. understatement
25. verisimilitude

Skills

1. Analyze nonfiction, including biographies, diaries, essays, and journals.
2. Identify and analyze neoclassicism as a literary style.
3. Identify, analyze, and interpret satire, including Horation and Juvenalian, in poetry and prose.
4. Distinguish what is directly stated from what is really meant in satire, sarcasm, irony, and overstatement.
5. Analyze poetic forms, including elegy and mock epic.
6. Analyze poetic structure, including heroic couplets.
7. Analyze an argument including, claim, support, and counterargument.
8. Identify and analyze author's purpose.
9. Make inferences and draw conclusions.
10. Write a persuasive essay.
11. Use subordinate clauses to add description.
12. Use parallelism to add emphasis.
13. Present a persuasive speech.
14. Use analogies to determine relationships between words.
15. Consult general and specialized reference materials to find pronunciation and determine/clarify meaning.
16. Resolve issues of complex usage, consulting references as needed.
17. Use synonyms, prefixes, suffixes, as context clues.
18. Analyze a film interpretation of a story, evaluating how it interprets the source text.
19. Apply strategies for reading satire.
20. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
21. Analyze nonfiction, including biographies, diaries, essays, and journals.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

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.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

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.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

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.

Evaluate a speakers 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.

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.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Can science tell us how to live?
2. What can fix society's problems?
3. What topics are newsworthy?
4. What is a woman's role in public life?
5. Whose opinions in society do we value most and why?
6. What are indicators of vanity?
7. How can we fight injustice?
8. How can we evaluate and trust personal perceptions?

Stage 2: Assessment Evidence

Explore the Questions of the Times

Diagnostic: Class Discussion

Select one or more of the Essential Questions or relevant topics pertaining to a reading selection to discuss prior to the unit. This activity can be done as a group or as Think, Pair, Share. Example: How can a plague affect society? Whose opinions in society do we value most?

Historical Period Jigsaw

Formative: Cooperative Group Work

Have students break into groups and work collaboratively to research lifestyles during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice. (names, dates, locations, politics, arts/entertainment, literature, etc.) This information can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc. Divide students into small groups of five or six. Assign a task within a selection or text. For example, in one jigsaw group, make one student responsible for historical background research, another figurative language, another themes, etc. Continue until each member has a role. Eventually each student will come back to his or her jigsaw group to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.

Vanity Report

Summative: Cooperative Group Work

In a group, generate 15 - 20 scenarios that might determine if an individual is vain (For example, in class, a student checks make-up with a mirror more than once). Survey answers may vary (Vain, Self-Confident, Lacks Confidence, Who Cares?). Compile results in a creative and structured format (pamphlet, Prezi, PowerPoint, pie chart, graph). Offer an explanation of what the group sought to measure. Collect data. Analyze data. Determine a meaningful method of presentation of data. Offer a conclusion that summarizes and rationalizes the findings.

Create a Heroic Couplet

Summative: Posters

On a poster, craft, draw, and decorate a modern heroic couplet (something relevant to modern times) that is witty and wise and an appropriate comment on a given situation. Remind students that a heroic couplet is a pair of rhymed lines written in iambic pentameter (metrical pattern of five feet, each of which consists of two syllables, the first unstressed and the second stressed).

Persuasive Essay

Summative: Persuasive Writing

Influence the actions or attitudes of a specific audience. Choose a substantive issue. State your claim. Identify your audience and purpose. Support your claim. Anticipate counterclaims. Gather solid evidence. Use logical, ethical, and emotional appeals to convince.

Deliver a Persuasive Speech

Summative: Persuasive Writing

Influence the actions or attitudes of a specific audience. Choose a substantive issue. State your claim. Identify your audience and purpose. Support your claim. Anticipate counterclaims. Gather solid evidence. Use logical, ethical, and emotional appeals to convince.

Satire/Parody Project

Summative: Project

Use the methods (conventions) of satire and parody to craft a video, letter, political cartoon, poem, song, essay, etc. Details in attached example.

Gulliver's Travels POV

Summative: Expository Essay

In Swift's Gulliver's Travels, what point of view is revealed? How does his allegory satirize human behavior and human history? Do Swift's views reflect the beliefs of his day? Use textual evidence to support an original, concise thesis statement.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Questioning Strategies: Read literary and philosophical works from the 18th century, with particular attention to questions of reason.
2. Collaborative Learning: Have students break into groups and work collaboratively to research the standard of living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc). This can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
3. Reading and Note-Taking Skills: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
4. Role Play Activities: Students can replicate a scene or scenario from one of the texts used in class (i.e. create a scene one would find in British Parliament).
5. Listening Activities: Find spoken examples of the various forms of literature so students recognize the differences in kinds of texts (i.e., sermons, speeches, etc.).
6. Outline/Note-Taking: If using a book with an historical introduction provided, students can be asked to annotate/outline the selection. This will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
7. Stop and Jot: For any texts read together as a class, select strategic points or complex text to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
8. Developing higher level questioning: Students prepare ten different questions to be used in class discussion. Students should keep in mind that they must reference specific evidence from the text and must require an extended response rather than a "yes" or "no."
9. Visual Representation: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Charting Learning: Students can monitor/chart and discuss reading strategies used to analyze poetry and readings and share with classmates. Two philosophical works of the 18th century can be analyzed for their treatment of an idea related to human reason.
11. Charting Learning: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Research: Conduct research, online and in libraries, on a particular 18th century author, work, or idea.
13. Collaborative Learning: Students are divided into small groups of five or six and assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research, another figurative language; another themes, etc. Continue until each member has a role. Eventually each student will come back to his or her jigsaw group to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
14. Discussion: In class discussion topics: How do we read informational text? How do we pull important details from a text and formulate those into notes? How do the societies of this time differ? How do these differences impact the literature?
15. Graphic Organizer: Students can discover, define and provide examples of different poetic devices (alliteration, assonance, simile, metaphor, extended metaphor, conceit, theme, etc.) which can be compiled as a chart that students keep and continue to add to throughout the unit of study.
16. Literature Summaries: Students are split into groups and create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.
17. Charting Learning: Interpret figurative language through paraphrasing, analyzing theme, and author and purpose.

Technology Integration

1. Chromebooks for research, reading selections ala Gutenberg Project, blogging
2. Webcasts for tutorials
3. YouTube for lectures, Crash Course (John Green), student productions
4. Smartboard for KWL charts
5. iPads for video productions
6. Flip Cameras for video productions
7. Google Cloud technology for prewriting/brainstorming, writing, revising, editing, production of essays, narratives, etc.
8. Smartphones for alternate technology access
9. Prezi presentations
10. PowerPoint

Resources

**Suggested Texts**

*Elements of Literature Sixth Course* (Holt, Rinehart, Winston)

*Literature: The British Tradition* (Prentice Hall, 2012)

*Holt McDougal Literature Grade 12* (Houghton Mifflin Harcourt Publishing Company)

*Holt McDougal Literature British Literature Grade 12* (Houghton Mifflin Harcourt Publishing, 2012).

**Selections:**

Excerpt from "The Diary of Samuel Pepys" by Samuel Pepys

from *Robinson Crusoe* by Daniel Defoe

*The Spectator by* Joseph Addison

from *The Rape of the Lock by* Alexander Pope

*A Modest Proposal by* Jonathan Swift

excerpts from *Gulliver's Travels* by Jonathan Swift

Film*: Gulliver's Travels,* Director Charles Sturridge, TV miniseries 1996

*Candide* by Voltaire

excerpt from *A Dictionary of the English Language* by Samuel Johnson

excerpt from *The Life of Samuel Johnson* by James Boswell

**Poetry**

*"*On Her Loving Two Equally*"* by Aphra Benn

*"*Written at the Close of Spring" by Charlotte Smith

excerpt from *"*The Journal and Letters of Fanny Burney"by Fanny Burney

excerpt from *"*An Encounter with King George III" by Fanny Burney

excerpt from *A Vindication of the Rights of Women* byMary Wollstonecraft

Resources

* Gutenberg Project (<http://www.gutenberg.org/catalog/>)

Grade 12 English Language Arts
English 12

The Romantic Period 1798 - 1832

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the authors 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).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an authors 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.

Assess how point of view or purpose shapes the content and style of a text.

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).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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. (Include at least one play by Shakespeare and one play by an American dramatist.)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Reading: Informational Text

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language 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.

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.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The Romantic Period Unit illustrates how the attitudes and tendencies of 18th century classicism and rationalism were redefined or dramatically changed. Social and political upheavals happening at the same, such as the French Revolution and the Industrial Revolution, were especially influential to writers at the time, often undermining faith in the characteristic 18th century notions of science and reason.

Unit Goals

1. Students will understand how the attitudes and tendencies of 18th century classicism and rationalism were redefined or dramatically changed.
2. Students will understand how social and political upheavals were influential to writers during the Romantic Period.

Big Ideas

1. emotion and experimentation
2. influence of nature on human emotion
3. quest for beauty and truth
4. freedom and justice in times of war

Enduring Understandings

1. The natural world is vast and beautiful.
2. Writers can channel their emotions into their works.
3. Freedom and justice are always compromised during times of war.
4. It is difficult to provide both freedom and security.
5. Some individuals have a predisposition for reckless behavior.
6. Dreams can often inspire and reveal truths about oneself and the world.
7. Beauty is in the eye of the beholder.

Content

1. archaic language
2. Byronic hero
3. dialect
4. historical novel
5. Industrial Revolution
6. inverted syntax
7. laissez faire
8. Luddite riots
9. *Lyrical Ballads*
10. lyric poem
11. novels of manners
12. ottava rima
13. reform
14. romanticism
15. style
16. symbol
17. terza rima
18. visionary

Skills

1. Analyze different techniques used in visual media.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Analyze how an authors 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.
7. Assess how point of view or purpose shapes the content and style of a text.
8. 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).
9. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
10. 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.
11. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
12. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
13. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
14. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
15. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
16. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
17. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
18. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
19. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
20. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
21. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
22. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
23. Draw evidence from literary or informational texts to support analysis, reflection, and research.
24. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.
25. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.
26. Identify and analyze characteristics of romanticism.
27. Understand the relationship between form and meaning in poetry.
28. Determine the meaning of words and phrases as they are used in poetry, including figurative meanings.
29. Identify and analyze the rhythmic patterns and stanza structure in poetry.
30. Identify and analyze sound devices in poetry.
31. Identify and interpret imagery.
32. Analyze literary criticism, including an author's position and support.
33. Understand historical context.
34. Visualize imagery in poetry.
35. Paraphrase complete structures to enhance comprehension.
36. Compare and contrast texts.
37. Write an on-line feature article.
38. Observe hyphenation conventions.
39. Use the Internet to produce, publish, and update writing products.
40. Understand the historical development of the English language.
41. Analyze illustrations of poems, evaluating how they interpret the source texts.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Spell correctly.

Essential Questions

1. What can people learn from interacting with the natural world?
2. Does the best writing focus on personal feelings or less personal concerns?
3. What can we celebrate as special in the everyday?
4. Do freedom and social justice always suffer in a time of war?
5. What is the proper balance between liberty and security?
6. What is a visionary?
7. What makes people reckless?
8. How can guilt enslave us?
9. Can dreams have the power to inspire and reveal truths about the self and the world?
10. What is the sublime?
11. How does one quantify beauty?

Stage 2: Assessment Evidence

Think Pair Share

Diagnostic: Cooperative Group Work

Reflect on a question, jot down notes and your response. Share your ideas and responses with another student. Listen carefully to what he/she says. After everyone is finished, share your partner's idea with the larger group. Teachers may use essential questions from the Unit.

Compare & Contrast "Songs Of Innocence & Experience"--Informative/Explanatory Writing

Summative: Essay

Read selected poems from Blake's Songs of Innocence and Experience. Look at biblical allusion to explain the relationship between Innocence and Paradise. How is Experience a metaphor for the Fall of Man? Use textual evidence from the selected poems to create an original, concise thesis statement and a well-developed essay.

Romantic Poet Presentation

Summative: Project

In groups of four or five, students select one of the six popular poets of the Romantic period (Blake, Coleridge, Wordsworth, Keats, Shelley, Byron). Over two to three days the group will present a biography, selected poems, an interactive classroom activity, and an assessment. Technology is encouraged in all facets of presentation. Key terms must be identified. IN ADDITION to the above, EACH INDIVIDUAL will write a reflective paper on the experience which describes the value of his/her groups material and his/her understanding of the other material presented. This paper should make connections between the assigned poet and the other poets they presented as well as the period itself. It will be the final paper collected at a date determined after the last presentation has finished. Writing in first person is, of course, acceptable for the Reflection Paper.

Poetry Recitation

Summative: Oral Assessment

Recite a selected poem from this unit from memory. Include an introduction that discusses how the poem relates to the natural world.

Create a Facebook Page

Summative: Posters

Select a poet of the Romantic Age. On a piece of poster board or using technology, duplicate a Facebook page for that poet. Include as many features as possible, such as profile picture, banner, about me, favorite movies, books, etc. Include ads that may have been popular at the time on the sides of the page. Treat it as if a screenshot had been taken of it.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Questioning Strategies: Read literary and philosophical works from the 19th century, with particular attention to questions of the obsession with nature.
2. Collaborative Learning: Have students break into groups and work collaboratively to research standard living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc). This can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
3. Reading and Note-Taking Skills: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
4. Role Play Activities: Students can replicate a scene or scenario from one of the texts used in class (i.e., create a scene one would find in British Parliament).
5. Listening Activities: Find spoken examples of the various forms of literature so students recognize the differences in kinds of texts (i.e., sermons, speeches, etc.).
6. Outline/Note-Taking: If using a book with an historical introduction provided, students can be asked to annotate/outline the selection. This will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
7. Stop and Jot: For any texts read together as a class, select strategic points or complex text to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
8. Developing higher level questioning: Students prepare ten different questions to be used in class discussion. Students should keep in mind that they must reference specific evidence from the text and must require an extended response answer rather than a "yes" or "no."
9. Visual Representation: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Charting Learning: Students can monitor/chart and discuss reading strategies used to analyze poetry and readings and share with classmates. Two philosophical works of the 19th century can be analyzed for their treatment of an idea related to nature and romanticism.
11. Charting Learning: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Research: Conduct research, online and in libraries, on a particular 17th century author, work, or idea.
13. Collaborative Learning: Students are divided into small groups of five or six ad assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research, another figurative language; another themes, etc. Continue until each member has a role. Eventually each student will come back to his or her jigsaw group to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
14. Discussion: In class discussion topics: How do we read informational text? How do we pull important details from a text and formulate those into note? How do the societies of this time differ? How do these differences impact the literature?
15. Graphic Organizer: Students can discover, define and provide examples of different poetic devices (alliteration, assonance, simile, metaphor, extended metaphor, conceit, theme, etc.) which can be compiled as a chart that students keep and continue to add to throughout the unit of study.
16. Literature Summaries: Students are split into groups and create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.
17. Charting Learning: Interpret figurative language through paraphrasing, analyzing theme, and author and purpose.

Technology Integration

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2. Webcasts for tutorials
3. YouTube for lectures, Crash Course (John Green), student productions
4. Smartboard for KWL charts
5. iPads for video productions
6. Flip Cameras for video productions
7. Google Cloud technology for prewriting/brainstorming, writing, revising, editing, production of essays, narratives, etc.
8. Smartphones for alternate technology access
9. Prezi presentations
10. PowerPoint

Resources

**Suggested Texts**

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*Literature: The British Tradition* (Prentice Hall, 2012)

*Holt McDougal Literature British Literature Grade 12* (Houghton Mifflin Harcourt Publishing, 2012).

**Selected Poetry and Extended Works**

**Robert Burns**

"To A Mouse"

"On Seeing One on a Lady's Bonnet At Church"

**William Blake**

"The Lamb"

"The Tyger"

"The Little Boy Lost"

"The Little Boy Found"

"The Chimney Sweeper"

"The Sick Rose"

"The Poison Tree"

"Infant Sorrow"

**Mary Wollstonecraft Shelley**

*Frankenstein*

**William Wordsworth**

"Lines Composed a Few Miles Above Tintern Abbey"

from "The Prelude"

"The World is Too Much With Us"

"London, 1802"

**Alexander Pushkin**

"I Have Visited Again"

**Charles Baudelaire**

"Invitation to the Voyage"

**Chinese Poetry/Poets**

"Thick Grow the Rush Leaves"

"Jade Flower Palace"

Ki Tsurayuki

Ono Komachi

**Samuel Taylor Coleridge**

"The Rime of the Ancient Mariner"

"Kubla Khan"

**Lord Byron**

"She Walks in Beauty"

"Childe Harold's Pilgrimage"

"Don Juan"

**Percy Bysshe Shelley**

"Ozymandias"

"Ode to the West Wind"

"To a Skylark"

**John Keats**

"On First Looking into Chapman's Homer"

"When I Have Fears"

"Ode to a Nightingale"

"Ode on a Grecian Urn"

Resources

* Gutenberg Project (Informational Text---Real Life Reading public and Consumer Documents---Government Report and Travel Guide)

Grade 12 English Language Arts
English 12

The Career Research Paper

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an authors 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.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

W.11-12.9b. Apply grades 1112 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]).

Range of Writing 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, and audiences.

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

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language 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.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1c. 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.

SL.11-12.1d. 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.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The purpose of this unit is to allow senior students to formulate a plan for achieving their career goals. This paper allows them to investigate just what it takes to land the job they have always dreamed of doing, in terms of realistic job outlook, education/training, and ways to give back.

The Research Paper Unit may be conducted simultaneously with any other unit throughout the year as it is long-term and requires more individualized and independent research. Length and topic can be predetermined. Critical to this task are the following requirements: the utilization of specific rubrics for pacing and expectations, appropriation of time in class to conduct research and writing, and implementation of this unit as process, not end product. Often this unit runs well alongside a self-guided read of a novel or literary circle.

In support of the College and Career Readiness Strategies, this unit illustrates the Career Research Paper, and uses APA documentation. For a different approach visit the English 3 curriculum (MLA formatting).

Unit Goals

1. Students will explore an attainable career to research and possibly pursue.
2. Students will investigate information regarding job outlook, salary, education, and environment.
3. Students will write a thorough research paper that is both expository and analytic.
4. Students will implement writing that concentrates on process, not end product.
5. Students will identify and engage with professionals in the selected field of study.

Big Ideas

1. careers
2. education and/or training
3. community service
4. salary
5. demand
6. documentation
7. post secondary education opportunities
8. academic integrity

Enduring Understandings

1. Higher paying jobs require advanced education and/or training of some sort.
2. Opportunity exists in the United States for all students to achieve their dreams.
3. Dream jobs require hard work, persistence, and patience.
4. Love what you do and you will never work a day in your life.
5. Never give up.

Content

1. abstract
2. American Psychological Association (APA) format and documentation
3. appendix
4. direct quote
5. internal citation
6. pagination
7. paraphrase
8. references page
9. running head
10. summary
11. academic integrity

Skills

1. Analyze a career in terms of its current and future demand, potential salary, and work environment.
2. Explore demographics, course and program offerings, tuition and room and board, and available scholarships and internships at three colleges/universities/training facilities.
3. Apply interview strategies to research an individual who currently has this career or works in a similar field.
4. Analyze the life of an individual with this career who has made a significant contribution to society, preferably recent.
5. Explore and craft unique ways to offer the skills one has acquired through training in this field to give back to one's personal communities (i.e., a civil engineer can help her elementary school design and build a playground; a registered nurse can assist a local school with kindergarten testing; a physical therapist can work with the elderly at the local senior center).
6. Apply the steps of the writing process: plan, write, edit, revise a research paper on a selected career.
7. Apply American Psychological Association (APA) formatting and documentation.
8. Publish a polished 10-12 page paper free of grammatical errors.
9. Analyze and edit another individual's career research paper for content, mechanics, and format.
10. 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.
11. 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
12. 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.
13. 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.
14. 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.
15. Determine an authors 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.
16. 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.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

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.

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.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Observe hyphenation conventions.

Spell correctly.

Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

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.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions

1. What careers are available today?
2. What is the current demand for these jobs?
3. What do these careers generally pay?
4. What type of environment does the career require?
5. What level of education or training is necessary for this job?
6. What colleges offer the best programs for this career?
7. How much schooling is required for this career?
8. What types of courses are required for this career?
9. What are the tuition and room and board costs for this career?
10. What are the demographics of the colleges or universities?
11. What is the history of this job?
12. What can one contribute to his/her community with the skills he/she has acquired with this job?
13. Who are some people who have made a difference in this field?
14. What have been some of the contributions individuals have made in this field?
15. Who can personally tell me about his/her experiences in this field?
16. What scholarships/internships/grants/etc. are available for pursuing this career?

Stage 2: Assessment Evidence

Dreaming of the Future

Diagnostic: Writing Assignment

Have students write a brief paragraph(s) about what they would like to do in their future and what colleges/universities/programs would they most be interested in attending. Next have them jot down their reasons why for both topics.

Piecing It As Process

Formative: Writing Assignment

The Career Research Paper Each section of the paper that is researched is put into paragraph form, which captures the details of the topic. For example, after researching the JOB HISTORY of this career, an expository report will be written with accompanying internal documentation (APA format). This could be completed using Google Cloud Technology. A small point value (5-10 points) should be awarded for completion. Cursory grading will be based on proper placement of documentation with less emphasis on mechanics. Usually assign the report within 2-3 days after completing research on the section. Attached are the sample worksheets for each section. Areas to be researched: Basic Description: Minimum 10-12 pages of body copy, 12-pt Times New Roman, double spaced throughout, plus one References page, one Abstract page, one Title page with APA Header. Internal citations will be used instead of footnotes to cite sources. One manila envelope will be provided, with a minimum of 10 sources (index cards are optional but useful). Required Research: Minimum 10 cited sources in any medium (hard copy book, personal interview, journals/periodical, magazine) and credible websites only. Encourage students not to use Wikipedia as a cited source. Check schedule for due date on first rough draft; due dates will be staggered. Components students will research and write: Introduction with thesis statement introducing what specifically the career is and to what capacity this career has an effect on societyHistory of the careerJob outlook and salary information3-5 best colleges/universities/misc. offering programsDiscussion of necessary coursesInternships---where and whenInterview with an individual with this career or something relativeBooks about people holding these careersinspirational personal role models (names and stories)Personal ways to give back to the community using skills of this career

First Rough Draft

Formative: Research Project

Students will submit first Rough Draft of the entire paper, including title page, abstract, all components of the body text (including internal documentation), references. The emphasis is on ensuring all major components are included and identifying areas which need development. Attention should be paid to major or repeated grammar errors. Areas that need development should be identified. Assignment is formative and should be assigned a low point value, such as 20.

Peer Edit Draft

Formative: Research Project

The Peer Edit Draft follows the first Rough Draft. After the student receives the first Rough Draft, he/she is to make corrections, develop areas where necessary, and add missing components. The Peer Edit Draft should be very close to what the Final Draft will look like. It should be polished and conform to the prescribed APA format. This draft may be edited by a classmate, teacher, parent, sibling, etc., not necessarily a "peer."

Final Draft

Summative: Research Project

The Final Draft is a polished piece ready for publication. It should comply with APA documentation format, be content specific to the career and its opportunities, and be free from all grammar and usage errors. The final paper should have a thesis statement that succinctly states what the paper will cover. Internal documentation should also conform to APA standards. A rubric is attached which can be used to target specific areas.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Independent Work: Students will pre-write/brainstorm a possible career, three college/universities, and generate reasons why they would like to pursue a particular job.
2. Guided Practice: Students will complete a worksheet which specifically outlines the differences between paraphrasing, summarizing, and directly quoting. Students practice using these different methods of note taking.
3. Independent Work: Students will visit the U.S. Bureau of Labor Statistics Occupational Outlook Handbook to review and select a career.
4. Research: Students will visit three college websites and annotate details on tuition, room and board, available scholarships/internships/co-ops, demographics, courses, programs, and related information.
5. Independent Work: Students will generate a list of potential questions to ask an individual who currently has this occupation or works in related field.
6. Interviewing: Students will interview this professional via email, phone, online, in person, etc. and record responses to all questions and additional insights.
7. Research: Students will research a recent individual who has contributed something to society with the skills acquired with this career.
8. Research: Students will investigate the history of this career, tracing it as far back as possible.
9. Independent Work: Students will craft three ways one could creatively give back to his/her community using the skills of this job.
10. Technology: Students will use Bibme.org or Easybib.com or a similar website to organize sources into APA format.

Resources

Technology Integration

1. websites
2. databases
3. Google Cloud technology
4. Chromebooks
5. iPads

Resources

**Suggested Texts:**

*Writing a Research Paper: A Step by Step Approach* by Sadlier-Oxford

*Writing the Research Paper: A Handbook, 8th Edition* by Anthony C. Winkler and Jo Ray McCuen-Metherell

*Writing Research Papers: A Complete Guide* (Thirteenth Edition) by James D. Lester

Resources

* EasyBib (Citation Generator) (easybib.com)

Grade 12 English Language Arts
English 12

The Victorian Period 1832 - 1901

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

5. Know that sin is an offense against God (CCC 1850).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the authors 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).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an authors 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.

Assess how point of view or purpose shapes the content and style of a text.

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).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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. (Include at least one play by Shakespeare and one play by an American dramatist.)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11CCR text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an authors 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

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

W.11-12.9b. Apply grades 1112 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]).

Range of Writing 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, and audiences.

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

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language 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.

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.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. 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.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. 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.

SL.11-12.1d. 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.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speakers 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.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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 or formal and informal tasks.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The Victorian Period Unit reveals how the writers of this time dealt with the issues of progress and social advancement, imposed values, escapism, and fear of change. Both form and meaning will be examined as well as historical context. The strong drive for social advancement will be evident in most works, illustrating the idea that improving one's standing would result in "proper behavior" (i.e., *Pygmalion* and *Great Expectations*). Also illustrated will be the English's idealized notion of what it meant to be "English" as a means to colonize those they felt were "inferior," a gross injustice of value imposition. Later Victorian works evidence the seeds of rebellion against such idealized notions and stereotypical codes of conduct. These proper behaviors often served as subjects of satire; Oscar Wildes plays are an excellent example. The later years of the Victorian period also saw the rise of aestheticism, the art for arts sake movement, which directly contradicted the social and political goals of much earlier Victorian literature. One of the fascinating ways of approaching the Victorian period is to examine the influence of these later developments on the Modernist period which follows.

Unit Goals

1. Students will understand the historical and cultural context of the Victorian era.
2. Students will understand the effects of progress on society.
3. Students will understand the shift from romanticism to realism.
4. Students will understand the concept of naturalism.
5. Students will understand the effects of British Imperialism.

Big Ideas

1. progress and its effects on society
2. "Proper Behavior"
3. crisis of faith
4. British Imperialism
5. shift from Romanticism to Realism
6. Naturalism

Enduring Understandings

1. Rapid change in society is often met with resistance.
2. Jealousy can ruin relationships.
3. People often fear and are resistant to change.
4. People are often affected by the rhythm and beauty of Nature.
5. Prejudging people is not acceptable behavior.
6. We fear the unknown.

Content

1. antihero
2. adventure
3. caste system
4. decadence
5. Edwardian characteristics
6. euphemisms
7. feminism
8. foreshadowing
9. framed narrative
10. gender
11. gothic novels
12. horror
13. jargon
14. narrator
15. realism
16. romanticism
17. scientific rationalism
18. slang
19. social satire
20. sprung rhythm
21. symbol
22. Victorian characteristics
23. worldview

Skills

1. Understand the historical and cultural context of the Victorian era.
2. Identify and analyze characteristics of realism and naturalism in fiction.
3. Identify and analyze rhyme scheme and rhythm in poetry.
4. Identify and analyze point of view and plot structure in fiction.
5. Identify and analyze speaker, mood, and tone in poetry.
6. Determine themes or central ideas of a text.
7. Identify, analyze, and evaluate persuasive techniques.
8. Make inferences and draw conclusions.
9. Compare, contrast, and synthesize ideas.
10. Write an analytic essay.
11. Add descriptive details, choose effective settings, and establish voice in writing.
12. Incorporate rhetorical questions and interrogative sentences in writing.
13. Use context clues and affixes to help determine the meaning of unfamiliar words.
14. Consult general reference materials to find the pronunciation of a word or determine or clarify its precise meaning.
15. 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.
16. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
17. Analyze how an authors 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.
18. 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).
19. 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.
20. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
21. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
22. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
23. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
24. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
25. Provide a concluding statement or section that follows from and supports the argument presented.
26. 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.
27. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
28. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
29. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
30. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
31. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
32. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

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.

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.

Evaluate a speakers 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.

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.

Evaluate a speakers 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.

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 or formal and informal tasks.

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.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

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.

Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Essential Questions

1. When is progress a problem?
2. How do you measure progress?
3. Why do people feel that their values are superior to others?
4. Is it better to escape or face reality?
5. Why do people fear and become resistant to change?
6. How do you live life to the fullest?
7. How can jealousy threaten a love relationship?
8. Does true love last forever?
9. Can nature's rhythm and beauty affect our moods?
10. What enables us to overcome suspicion and reach out to other people?
11. How can we overcome unfair, preconceived judgments about others?
12. When does the desire to please others become annoying?
13. Why do we focus on our mortality as we draw closer to it?
14. Does being a member of the upper class suggest one adheres to the highest moral standards?

Stage 2: Assessment Evidence

Literary Circles

Formative: Cooperative Group Work

Students are grouped by the Gothic novel they have chosen to read (Frankenstein, Dracula, Dr. Jekyll and Mr. Hyde, The Turn of the Screw, etc). Roles are assigned and rotated each week: Discussion Director (leads and keeps on task), Literary Luminator (locates significant quotes and explains relevance), Illustrator (graphically depicts significant scene), Predictors (expresses what future events may take place), Vocabulary Locator, etc). One day per week devoted to group discussion.

Character Study

Formative: Comparative Study

Students will select a main character and apply methods of characterization to determine details and evidence found in the text of their novel. They will also extract evidence from the text that supports each claim.

Socratic Discussion

Formative: Cooperative Group Work

Using the Socratic method of questioning, students will individually compose questions. Within their literary circle, they will discuss the validity and depth of each question and determine which will comprise their final discussion, which will be summatively assessed.

Literary Critical Analysis

Summative: Persuasive Writing

Students will compose a literary critical analysis. Supplemental criticisms may be used.

Gothic Novel Project Level Choices

Summative: Project

Students will select from three specific categories of projects of DOK Levels 3, 4 5. Specific point values are assigned for each project on the basis of their difficulty. Choices range from word clouds to 5-page research papers. All writing projects will be evaluated according to neatness, standard writing conventions, and maturity of response. All assignments will be evaluated on neatness, effort, mature response, timeliness, and demonstration of understanding of the novel. Most presentations can be live or video.

Gothic Novel Elements Quiz

Summative: Quiz

Students will be quizzed over the popular conventions of the Gothic novel.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Questioning Strategies: Read literary and philosophical works from the Victorian Period, with particular attention to the problems of progress, the injustice of imposing one's values on another, and the literary movement from romanticism to realism.
2. Collaborative Learning: Have students break into groups and work collaboratively to research standard living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc). This can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
3. Reading and Note-Taking Skills: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
4. Role Play Activities: Students can replicate a play or exchange of ideas (Oscar Wilde's *The Importance of Being Ernest* or Henrik Ibsen's *A Doll's House*).
5. Listening Activities: Find spoken examples of the various forms of literature so students recognize the differences in poetic structures (i.e., conversational, meditative, ode, sonnet, literary ballad.)
6. Outline/Note-Taking: If using a book with an historical introduction provided, students can be asked to annotate/outline the selection. This will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
7. Stop and Jot: For any texts read together as a class, select strategic points or complex text to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
8. Developing higher level questioning: Students prepare ten different questions to be used in class discussion. Students should keep in mind that they must reference specific evidence from the text and must require an extended response answer rather than a "yes" or "no."
9. Visual Representation: Students can create a visual representation of a poem (Gerard Manley Hopkins) and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Charting Learning: Students can monitor/chart and discuss reading strategies used to analyze poetry and readings and share with classmates.
11. Charting Learning: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Research: Students will conduct research, online and in libraries, on a particular Victorian poet, author, or dramatist, work, or idea. They will then create a Facebook page or Instagram account which features this individual.
13. Collaborative Learning: Students are divided into small groups of five or six and assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research, another figurative language; another themes, etc. Continue until each member has a role. Eventually each student will come back to his or her jigsaw group to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
14. Discussion: In class discussion topics: How do we read informational text, especially letters and criticisms? How do we pull important details from a text and formulate those into notes? How do the societies of this time differ from our current time? How do these differences impact the literature?
15. Graphic Organizer: Students can discover, define and provide examples of different poetic devices (alliteration, assonance, simile, metaphor, extended metaphor, conceit, theme, etc.) which can be compiled as a chart that students keep and continue to add to throughout the unit of study.
16. Literature Summaries: Students are split into groups and create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.
17. Charting Learning: Students will interpret figurative language through paraphrasing, analyzing theme, and author and purpose.
18. Collaborative Learning: Students are grouped according to the novel they have selected to read. Together they determine the number of pages to be read each week. Using Literary Circles, they will discuss the novel. (See Literary Circles under Assessments.)
19. Comparative Study: Students will select a protagonist and apply methods of characterization to locate evidence in the text and evaluate its support of detail.

Technology Integration

1. Chromebooks for research; reading selections via Gutenberg Project; blogging
2. webcasts for tutorials
3. YouTube for lectures, Crash Course (John Green), student productions
4. SmartBoard for KWL charts
5. iPads for video productions
6. flip cameras for video productions
7. Google Cloud technology for prewriting/brainstorming, writing, revising, editing, production of essays, etc.
8. smartphones for alternate technology access
9. Prezi
10. PowerPoint

Resources

*Elements of Literature Sixth Course* (Holt, Rinehart, Winston)

*Literature: The British Tradition* (Prentice Hall, 2012)

*Holt McDougal Literature Grade 12* (Houghton Mifflin Harcourt Publishing Company)

**Suggested Poetry:**

"The Lady of Shalott" by Alfred, Lord Tennyson

"Ulysses" by Alfred, Lord Tennyson

"In Memoriam" by Alfred, Lord Tennyson

"Crossing the Bar" by Alfred, Lord Tennyson

"My Last Duchess" by Robert Browning

"Porphyria's Lover" by Robert Browning

"Sonnet 43" by Elizabeth Barrett Browning

"Remembrance" by Emily Bronte

"Pied Beauty" by Gerard Manley Hopkins

"Spring and Fall to a Young Child" by Gerard Manley Hopkins

"Dover Beach" by Matthew Arnold

"To Marguerite--Continued" by Matthew Arnold

"To an Athlete Dying Young" by A. E. Housman

"When I was One-and-Twenty" by A. E. Housman

**Suggested Novels:**

*A Tale of Two Cities* by Charles Dickens

*Great Expectations* by Charles Dickens

*Hard Times* by Charles Dickens

*Pride and Prejudice* by Jane Austen

*Sense and Sensibility* by Jane Austen

*Jane Eyre* by Charlotte Bronte

*Middlemarch* by George Eliot

*The Hunchback of Notre Dame* by Victor Hugo

*The Count of Monte Cristo* by Alexandre Dumas

*Twenty Thousand Leagues Under the Sea* by Jules Verne

*Heart of Darkness* by Joseph Conrad

*A Passage to India* by E.M. Forster

*Frankenstein* by Mary Shelley

*Dracula* by Bram Stoker

*Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson

*The Picture of Dorian Gray* by Oscar Wilde

**Suggested Short Stories**

"Malachi's Cove" by Anthony Trollope

"Christmas Storms and Sunshine" by Elizabeth Cleghown Gaskell

"The Darling" by Anton Chekhov

"Ah, Are You Digging on my Grave?" by Thomas Hardy

"The Darkling Thrush*"* by Thomas Hardy

**Suggested Drama**

*The Importance of Being Ernest* by Oscar Wilde

*A Doll's House* by Henrik Ibsen

*The Sunken Bell* by Gerhart Hauptmann

***Informational Texts***

*Evidence of Progress* by Thomas Babington Macaulay

*The Condition of England* by Thomas Carlyle

*Victorian People and Ideas: A Companion for the Modern Reader of Victorian Literature* by Richard Altick

*Introducing Jane Eyre: An Unlikely Victorian Heroine (*National Endowment for the Humanities*)*

*Culture and Anarchy* by Matthew Arnold

*Faust* by Goethe

*The Origin of Species* by Charles Darwin

*The Decay of Lying* by Oscar Wilde

Resources

* All Things Victorian--Victorian Web (<http://www.victorianweb.org/>)

Grade 12 English Language Arts
English 12

Modern and Contemporary Literature 1901 - Present

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the authors 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).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an authors 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.

Assess how point of view or purpose shapes the content and style of a text.

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).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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. (Include at least one play by Shakespeare and one play by an American dramatist.)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11CCR text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an authors 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.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

W.11-12.9b. Apply grades 1112 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]).

Range of Writing 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, and audiences.

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

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language 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.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. 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.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. 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.

SL.11-12.1d. 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.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speakers 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.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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 or formal and informal tasks.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The unit on Modern Age and Postmodernism considers the breaking down of societies and the continued search for truth, beauty, and meaning in 20th century British and European literature. Diverse topics covered include the literature emanating from WWI and WWII, British colonialism, and changing economies and idealogies. The unit culminates with a multi-genre project which allows the student to concentrate on any theme presented throughout the Senior English class and develop it into a final project that illustrates concept and convention mastery.

Unit Goals

1. Students will understand the breaking down of societies and the continued search for truth, beauty, and meaning in 20th century British and European literature.
2. Students will understand changing economies and ideologies in the 20th century.
3. Students will understand experimentation with literary forms.
4. Students will understand the motivation of Modernist writers.
5. Students will understand the historical and cultural context of the Modern Age to the present.

Big Ideas

1. movement away from past traditions
2. experimentation with literary forms
3. the ambiguities in reality
4. respect for innovation
5. alienation of the individual in society

Enduring Understandings

1. Isolation is present in today's society.
2. Modernist writers attempt to make sense of a fragmented world.
3. People respond to change in different ways.
4. Discrimination is an injustice that we must continue to address.

Content

1. antihero
2. absurdity
3. affirmation
4. anxiety
5. dystopia
6. existentialism
7. free verse
8. irony
9. modernism
10. negation
11. neologism
12. postmodernism
13. rhetorical device
14. satire
15. stream of consciousness
16. totalitarianism
17. understatement

Skills

1. Explain the historical and cultural context of the Modern Age to the present.
2. Compare characteristics of modernism in fiction.
3. Dissect rhyme scheme and rhythm in poetry.
4. Analyze and evaluate point of view and influence on plot structure in fiction.
5. Distinguish between speaker, mood, and tone in poetry.
6. Identify, analyze, and evaluate persuasive techniques.
7. Make inferences and draw conclusions.
8. Compare, contrast, and synthesize major ideas.
9. Apply persuasive techniques to the writing of a speech.
10. Apply descriptive details, choose effective settings, and establish voice in writing.
11. Compose rhetorical questions and interrogative sentences in writing.
12. Apply context clues, affixes, and resource materials to help determine the meaning of unfamiliar words.
13. Compare opposing viewpoints and evaluate, using evidence, and then determine the better argument.
14. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
15. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
16. 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.
17. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
18. Assess how point of view or purpose shapes the content and style of a text.
19. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
20. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
21. Read and comprehend complex literary and informational texts independently and proficiently.
22. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
24. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
25. 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.
26. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.
27. 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.
28. 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.
29. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
30. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
31. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
32. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
33. 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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

Essential Questions

1. What does it mean to be modern?
2. How can we promote interconnectivity among people?
3. How important or influential is culture in a society?
4. How do people assert their cultural identity?
5. How can we promote diversity in our world?
6. Why is there always war in our world?
7. What in human nature causes unending conflict?
8. What relationship is there between money and class?
9. Can money buy happiness?
10. What aspects of modern life might make an individual feel invisible, in other words, unoriginal and insignificant?

Stage 2: Assessment Evidence

Jackdaws

Diagnostic: Class Discussion

After telling students the title of the book that will be read, have them bring in something that they feel might be related in some fairly direct way, and explain this connection to the class. Jackdaws are collections of interesting artifacts that provide information about a particular subject, period, or idea, and build background and interest in works of literature for students. Examples include photographs, recordings, movies, period songs or music, news articles, time lines and maps, biographical sketches of authors, and lists of related books. The teacher can introduce jackdaw items either as a prelude or as a conclusion to a book, or even at appropriate points in the the story. The jackdaw can also be placed in a reading corner for independent exploration. As students become familiar with jackdaws, they can be asked to add to existing ones or to construct ones of their own, an excellent extension activity following the completion of a story or book. Students can then share their jackdaws with the class or in small groups. Teachers who have used jackdaws in their classroom training report that the collections helped involve bored students, increased understanding, and made classroom discussions more vital. Jackdaws also seemed to attract students to books, a primary goal of reading instruction.

Brave New World Pre-Activity

Formative: Cooperative Group Work

This activity is a lot of fun and prepares students for some of the concepts in Huxley's Brave New World. Buy a bag of prewrapped Starburst candies. Before reading, divide class into the BNW caste society: For a class of 20 students: 1 Alpha Plus World Controller; 2 Alphas; 3 Betas; 5 Gammas; 9 Epsilons. Duplicate the instructions on the handout attached. As the students enter the classroom, distribute their assigned roles. You may do this randomly or Alpha Plus World Controller plus bag of Starbursts to the first student who enters, Alpha role to the next two, Betas to the next three, and so on. Allow students to engage their roles. After about 10 minutes, reassemble the class to their seats and have a class discussion about how the assignment made them feel. What were their observations? Did they notice any injustices? Was the balance of power evenly distributed? Did anyone seem to mind or question it? Why? (Use open-ended, rhetorical questioning.)

Create a Facebook Page

Summative: Posters

Students select one of the modern or contemporary writers. On a piece of poster board or the electronic equivalent, duplicate a Facebook page for that writer. Include as many features as possible, such as profile picture, banner, about me, favorite movies, books, etc. Include ads that may have been popular at the time on the sides of the page.

Compare Purpose, Role and Audience in Speeches

Summative: Comparative Study

Select two speeches on related topics (for example, Churchill and Chamberlain). Students will find similarities and differences between the two and offer reasons why using evidence to support their claims. This activity can be extended to a summative assessment by having students compose and present a persuasive speech.

Multi-Genre Paper

Summative: Project

What is a Multi-Genre Paper? For Tom Romano, professor and author at Miami of Ohio in Oxford, the multi-genre paper is much more than a writing assignment. It is a multi-layered, multi-voiced literary experience. Genres of narrative thinking require writers to make an imaginative leap, melding the factual with the imaginative. Writers cant just tell. They must show. They must make their topics palpable. They must penetrate experience. Multi-genre papers enable their authors to do that. This assignment works well as a final project at the end of the year after full exposure to the curriculum. It may be substituted as a final exam. Students may evaluate one another's work additionally.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Close Reading/Jigsaw: Students will read literary and philosophical works from the Modern Age and Post Modernism with particular attention to break from tradition, and respect for innovation.
2. Collaboration: Have students break into groups and work collaboratively to research lifestyles during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc.). Findings can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
3. Close Reading/Chunking: Students will practice reading and note-taking skills by learning to look for the following details while reading informational texts, which will be turned into notes: names, dates, arts/literature, politics.
4. Collaboration: Students will use role play activities to replicate a discussion between a neoclassicist and a romantic.
5. Speaking and Listening: Students will identify spoken examples of the various speeches and dramas so they can recognize the differences in tone and purpose.
6. Close Reading/Jigsaw/Extraction: If using a book with a historical introduction, students can be asked to annotate/outline the selection. This will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test. (See Jigsaw strategy below.)
7. Stop and Jot: For any texts read together as a class, the teachers will select strategic points in complex text to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
8. Critical Questioning: In order to develop higher level questioning, have students prepare ten different questions to be used in class discussion. Students should keep in mind that they must reference specific evidence from the text and must require an extended response rather than a "yes" or "no."
9. Visual Representation: Students can create a visual representation of a poem as William Blake did and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Charting: Students can monitor/chart and discuss reading strategies used to analyze poetry and readings and share with classmates. Two poetic works by one author or by two poets can be analyzed for their treatment of an idea related to innovation.
11. Journaling: Students will keep a reader's notebook charting the differences/similarities between authors, styles and content. This journal can be used later for discussion, comparison between units, etc.
12. Research: Students will conduct research, online and in libraries, on a particular modern or contemporary poet, work, or idea.
13. Jigsaw: Divide students into small groups of five or six. Assign a task within a selection or text. For example, in one jigsaw group, make one student responsible for historical background research, another figurative language, another themes, etc. Continue until each member has a role. Eventually each student will come back to his or her jigsaw group to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally the findings can be presented to the whole class for further discussion.
14. Class Discussion: The students can discuss various topics as a class, such as: How do we read informational texts, especially letters and criticisms? How do we pull important details from a text and formulate those into notes? How do these differences impact the literature?
15. Graphic Organizer: Students can discover, define, and provide examples of different literary devices used to convey meaning (symbol, alliteration, assonance, synaesthasia, allusions, etc.). The information can be compiled as a chart that students keep and continue to add to throughout the unit of study.
16. Cooperative Learning: Students can be split into groups and create summaries or review main points of a poem or prose selection to be presented to the class. These summaries can be used to begin discussion in class.
17. Applied Writing: Students interpret figurative language through paraphrasing, analyzing theme, and author and purpose.
18. Jackdaw: Have students present a jackdaw of a particular subject, period, or idea, and build background and interest in works of literature prior to reading it.
19. Multi-Genre Writing: Students will complete a multi-genre paper as a culminating project. Be sure to allow at least one month for completion.

Technology Integration

1. Chromebooks for research; reading selections via Gutenberg Project; blogging
2. webcasts for tutorials
3. YouTube for lectures, Crash Course (John Green), student productions
4. SmartBoard for KWL charts
5. iPads for video productions
6. flip cameras for video productions
7. Google Cloud technology for prewriting/brainstorming, writing, revising, editing, production of essays, etc.
8. smartphones for alternate technology access
9. Prezi
10. PowerPoint

Resources

*Elements of Literature Sixth Course* (Holt, Rinehart, Winston)

*Literature: The British Tradition* (Prentice Hall, 2012)

*Holt McDougal Literature Grade 12* (Houghton Mifflin Harcourt Publishing Company)

**Selected Poetry:**

"Musee des Beaux Arts" by W.H. Auden

"The Unknown Citizen" by W.H. Auden

*The Waste Land* by T.S. Eliot

*Prufrock and Other Observations* by T.S. Eliot

"Ash Wednesday" by T.S. Eliot

"The Hollow Men" by T.S. Eliot

"Preludes" by T.S. Eliot

"The Naming of Cats" by T.S. Eliot

"Do Not Go Gentle into That Good Night" by Dylan Thomas

"Fern Hill" by Dylan Thomas

"The Second Coming" by William Butler Yeats

"Sailing to Byzantium" by William Butler Yeats

"When You Are Old" by William Butler Yeats

**Selected War Poetry**

"An Irish Airman Foresees His Death" by William Butler Yeats

"The Soldier" by Rupert Brooke

"Dulce et Decorum Est" by Wilfred Owen

"Dreamers" by Siegfried Sassoon

"The Rear Guard" by Siegfried Sassoon

"Never Shall I Forget" by Eli Wiesel

**Selected Short Stories**

"The Demon Lover" by Elizabeth Bowen

"The Destructors" by Graham Greene

"Araby" by James Joyce

"The Silver Fifty-Sen Pieces" by Yasunari Kawabata

"A Cup of Tea" by Katherine Mansfield

"The Duchess and the Jeweler" by Virginia Woolf

*"*The Rocking Horse Winner" by D.H. Lawrence

**Selected Novels**

*Heart of Darkness* by Joseph Conrad

*A Portrait of the Artist as a Young Man* by James Joyce

*The Things They Carried* by Tim O'Brien

*All Quiet on the Western Front* by Erich Maria Remarque

**Selected Drama**

*"Riders to the Sea"* by J.M. Synge

*Waiting for Godot* by Samuel Becket

*Rhinoceros* by Eugene Ionesco

*WAR COLONIALISM*

**Selected Poetry**

"Digging" by Seamus Heaney

"The Horses" by Ted Hughes

"The Frog Prince" by Stevie Smith

"Not Waving but Drowning" by Stevie Smith

"Telephone Conversation" by Wole Soyinka

**Selected Essays, Short Stories, Novels, and Memoirs**

"Marriage is a Private Affair" by Chinua Achebe

"The Doll's House" by Katherine Mansfield

"Shooting an Elephant" by George Orwell

*1984* by George Orwell

"Words and Behavior" by Aldous Huxley

"No Witchcraft for Sale" by Doris Lessing

*Night* by Eli Wiesel

"A Room of One's Own" by Virginia Woolf

"Digging" by Seamus Heaney

"The Horses" by Ted Hughes

**Postwar Writers**

*The Distant Past* by William Trevor

**Selected Informational Text**

*The War* by Margaret Duras

*Survival in Auschwitz* by Primo Levi

*"*Universal Declaration of Human Rights" by United Nations Commission on Human Rights

**Selected Speeches**

"Blood, Sweat, and Tears" by Winston Churchill

"I Believe in a British Empire" by Joseph Chamberlain

"The Noble Mansion of Free India" by Jawaharlal Nehru

"The Question of South Africa" by Desmond Tutu

Resources

* The Question of South Africa by Desmond Tutu? (<http://www.youtube.com/watch?v=eRDBWoV_hA0>)