

12 th Grade	Quarter 4 Curriculum Map	Weeks 1-9
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the HS English Companion Guide outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:</p> <ul style="list-style-type: none"> ● It is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach from a variety of sources. The HS English Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. ● HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually. ● All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully. ● The HS English Companion Guide also outlines a “text talk” process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text. ● The HS English Companion Guide emphasizes that literacy instruction should <i>integrate</i> the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding. 		

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Guidance for ELA Lessons and Units		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.</p> <p>The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as “Learning Targets.” Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		
Guidance on Assessments and Tasks		
<p>Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.</p> <ul style="list-style-type: none"> • Louisiana Believes Instructional Strategies, LA Department of Education • LearnZillion Guidebooks 2.0 (more information here) • Facing History and Ourselves Teaching Strategies • EL Education Protocols <p>Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: https://www.tn.gov/education/topic/tcap-writing-rubrics</p> <p>Daily instruction helps students read and understand text and express that understanding. Within the maps, daily tasks have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task</p> <p>The culminating task expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.</p> <p>To assess mastery at a deeper level of understanding, students may also complete cold-read tasks. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.</p> <p>Some units include an extension task. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.</p>		

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The [2017-18 Coaching Guide](#) can be **found here**. The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

Resource Toolkit	
The Tennessee ELA Standards & TNReady Blueprints	
The Tennessee State ELA Standards: https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf	Teachers can access the Tennessee State Standards through this link, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. These standards are new for the 2017-18 school year.
TNReady Blueprints https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_ela_grade_9-12.pdf	This document provides information about the design of TNReady assessments. Keep in mind, the TDOE advises that the blueprint “is not intended to be used solely as an instructional resource or as a pacing guide,” instead the Standards (above) should be the primary guide for instructional decision making. The blueprint provides additional clarify about how the Standards will be assessment this year.
Shift 1: Regular Practice with Complex Text and its Academic Language	
Student Achievement Partners Text Complexity Collection: http://achievethecore.org/page/642/text-complexity-collection	Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.
Student Achievement Partners Academic Word Finder: http://achievethecore.org/page/1027/academic-word-finder	Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.
Shift 2: Reading, Writing, and Speaking Grounded in Evidence from the Text	
Student Achievement Partners Text-Dependent Questions Resources: http://achievethecore.org/page/710/text-dependent-question-resources	Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.
Shift 3: Building Knowledge through Content-Rich Non-Fiction	
Student Achievement Partners Text Set Projects Sequenced: http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction	Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.

12 th Grade At-a-Glance				
Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	<i>A Hero's Journey</i>	Excerpts from <i>The Hero with a Thousand Faces</i> by Joseph Campbell	Social Studies, Anglo-Saxon Period
2	4 weeks	<i>Canterbury Tales</i>	"Prologue" to <i>The Canterbury Tales</i> by Geoffrey Chaucer	Social Studies, Medieval Period
2	5 weeks	<i>Gulliver's Travels</i>	<i>Gulliver's Travels</i> by Jonathan Swift	
3	9 weeks	<i>Researching Multiple Perspectives to Develop a Position</i>	<i>Guns, Germs, and Steel</i> by Jared Diamond	Research
4	9 weeks	<i>Modernism</i>	Excerpts from <i>Hard Times</i> by Charles Dickens	Social Studies, 20 th Century British History

Grade 12		Public Education, Then & Now	4 Weeks
Unit Overview			
Students examine early public education in England as described by Charles Dickens in <u>Hard Times</u> . By exploring both historical texts and modern TED talks, students gain an understanding of various visions of public education and the purpose of society wanting to educate all young people. The TED talks also provide a glimpse at modern education reform and allow students to discuss issues with their own education like equity and testing. This unit is fundamental for students who are about to end their public education career and potentially become parents in the near future, having to make decisions about educating their own children. The hope is that building knowledge on this topic will encourage civic participation and a growing understanding of the educational arena.			
Essential Questions:			
<ul style="list-style-type: none"> • What are the elements of quality public education? • How is <u>Hard Times</u> a satire? • What common themes are found in modern TED Talks about public education? • What are Gandhi and Dickens' views on what education should and should not look like? 			
Anchor Text		Qualitative Analysis of Anchor Text	
Excerpt from <u>Hard Times</u> by Charles Dickens, 1050L (p. 998)		To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the Text Complexity – Qualitative Measures Rubric . <ul style="list-style-type: none"> a. Knowledge Demands – Very Complex b. Text Structure – Slightly Complex c. Language Features – Very Complex d. Meaning – Exceedingly Complex e. Overall Complexity – Very Complex 	
Related Texts			
Literary Texts			
<ul style="list-style-type: none"> • From <u>Crime and Punishment</u> by Fyodor Dostoyevsky (p. 991) • From "<u>Hind Swaraj</u>" by Mahatma Gandhi 			
Nonprint Texts (Fiction or Nonfiction)			
Ted Talks on Modern US Education & Reform:			
<ul style="list-style-type: none"> • "What If Schools Taught Us How to Learn" by Jonathan Levi (https://www.youtube.com/watch?v=vtQzuwnyW6E) • "Testing, Testing" by Linda Darling-Hammond (https://www.youtube.com/watch?v=2G_vWcs1NTA) • "The Surprising Truth About Learning in Schools" by Will Richardson (https://www.youtube.com/watch?v=sxyKNMrhEvY) • "What Standardized Tests Don't Measure" by Nikki Adeli (https://www.youtube.com/watch?v=woVtj8GH678) • "Grit: The Power of Passion and Perseverance" by Angela Lee Duckworth (https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance) • "High School Training Ground" by Malcolm London - https://www.ted.com/talks/malcolm_london_high_school_training_ground 			
End-of-Unit Assessment:			
Based on information shared in TED Talks, is modern US education reform aimed at the same outcomes argued for by Dickens and Ghandhi many years ago?			

Write an argumentative essay defending your conclusion by incorporating a connection between quotes from the antique texts and examples or non-examples of what exists today, as presented by the speakers in the TED Talks.

Unit Outcomes: Grade Level Standards Addressed

Reading: Literature

11-12.RL.KID.1, 11-12.RL.KID.2, 11-12.RL.KID.3, 11-12.RL.CS.4, 11-12.RI.CS.6, 11-12.RL.IKI.7

Reading: Informational Texts

11-12.RI.CS.6, 11-12.RI.IKI.7, 11-12.RI.IKI.8

Writing

11-12.W.TTP.1, 11-12.W.PDW.4, 11-12.W.PDW.5, 11-12.W.PDW.6, 11-12.W.RBPK.9, 11-12.W.RW.10

Language

11-12.L.CSE.1, 11-12.L.CSE.2, 11-12.L.KL.3, 11-12.L.VAU.5, 11-12.L.VAU.6

Speaking & Listening

11-12.SL.CC.1, 11-12.SL.CC.2, 11-12.SL.CC.3, 11-12.SL.CC.4, 11-12.SL.PKI.5, 11-12.SL.PKI.6

Week 1

Instructional Focus

Reading: Literature

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- 11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

Writing

- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
- B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and

- limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- D. Provide a concluding statement or section that follows from and supports the argument presented.
- E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- F. Establish and maintain a formal style and objective tone.

- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.PDW.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.
- 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source materials.
- 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

- 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
- 11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.
- 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 1	Instructional Plan
<p>Text(s):</p> <p>From <u>Crime and Punishment</u> by Fyodor Dostoyevsky (p. 991)</p> <p>Excerpt from <u>Hard Times</u> by Charles Dickens, 1050L (p. 998)</p>	<p><u>Guiding Question:</u> Who was Charles Dickens? How did he use his craft to convey a social or political message to readers?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Examine elements of a novel. (11-12.RL.KID.1) • Review basic literary elements. (11-12.RL.KID.1) • Begin learning about Charles Dickens. (11-12.RL.KID.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Defining the Novel, p. 990

<p><u>Materials:</u></p> <p>Pearson Literature Textbook</p>	<ul style="list-style-type: none"> • Discuss traditional types of novels, listed on p.990. Ask students to give examples of each that they may have read either in or out of class. • Review basic literary elements – plot, setting, characters, theme. • Read the Novelistic Literary Elements chart with the examples provided. • Have students read p. 991 either independently or with shared reading. • Review the Novelistic Literary Elements chart with students, and point out the highlighted text in the model on p. 991. <ul style="list-style-type: none"> ○ Realistic Description, p. 991 ○ Narrative Technique, p. 991 ○ Philosophical Themes, p. 991 ○ Social Commentary, p. 991 • Now introduce Charles Dickens. Have students read p. 992-993 and discuss ways in which they are already familiar with the work of Charles Dickens. • Show students this video on Charles Dickens: https://www.youtube.com/watch?v=N9dB9BZWDBU (10:38) • Have students Turn and Talk about these two questions: <ul style="list-style-type: none"> ○ What effect, if any, do popular entertainers’ social or political messages have on others? ○ Do you think artists have a responsibility to make public their social or political messages? Explain. <p><u>Text Dependent/Text Specific Questions (Sample)</u> N/A- See questions above as an anticipation guide.</p> <p><u>Daily Writing</u> As a warm -up to a discussion about the TDQs listed above, have students draft out their responses in a short paragraph.</p>
Lesson 2	Instructional Plan
<p>Text(s):</p> <p>Excerpt from <u>Hard Times</u> by Charles Dickens, 1050L (p. 998)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson Literature Textbook • Literary Analysis Graphic 	<p><u>Guiding Question:</u> How is <u>Hard Times</u> a satire?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify literary elements in <u>Hard Times</u>. • Explore “Utilitarianism”. • Identify evidence of the utilitarianism philosophy in the text. (11-12.RL.KID.2) • Analyze meaning of figurative language in prose. (11-12.RL.CS.4) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Copy and distribute Literary Analysis Graphic Organizer B, p. 188 in resource workbook (Use this to prompt students to identify these literary elements in <u>Hard Times</u>.)

Organizer B	<ul style="list-style-type: none"> • Explain that <u>Hard Times</u> is very critical of the educational methods being used with poor children. • Remind students that in satire, they will meet characters who see themselves in one light while the author wants readers to see them in another. • <i>Levels of Meaning</i> – If students will have difficulty with Dickens’s satire, have them first focus on the characters. Then, have them consider what Dickens wants readers to think about those characters. • <i>Analyzing</i> – If students will not have great difficulty with the satire, have them analyze details about the characters to determine what Dickens is ridiculing. • Dickens and Pop Culture, p. 996 • Literary Analysis, p. 997 • Reading Strategy p. 997 • Enrichment: Investigating Psychology, p. 998 • Read aloud the “Background” paragraph at the top of p. 999. Highlight the last sentence – “Dickens used his character Mr. Gradgrind to poke fun at this philosophy.” • Explore “Utilitarianism” by showing students this video – a crash course on the philosophy: https://www.youtube.com/watch?v=-a739VjqdSI • Have students read Chapter 1, p. 999 independently. • For the second read, reread the second paragraph aloud giving emphasis to the repeated phrase, “The emphasis was helped...” Ask students: Why is this wording repeated and what effect does it have on the reader? How does this repetition mirror the action that is taking place in the scene? • Have students explain the metaphor in the last paragraph describing the “little vessels.” • Resource for background information and analysis for the teacher: http://www.gradesaver.com/hard-times/study-guide/summary-book-i-chapters-1-5 <p><u>Text Dependent/Text Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • Reread the second paragraph giving emphasis to the repeated phrase, “The emphasis was helped...” Why is this wording repeated and what effect does it have on the reader? How does this repetition mirror the action that is taking place in the scene? • Have students explain the metaphor in the last paragraph describing the “little vessels.” <p><u>Daily Writing</u> As an exit ticket, have students write a summary of this section of the text focusing on the author’s message.</p>
Lesson 3	Instructional Plan
Text(s):	<u>Guiding Question:</u> How is <u>Hard Times</u> a satire?

Excerpt from Hard Times by Charles Dickens, 1050L (p. 998)

Materials:

- Pearson Literature Text
- Literary Analysis Graphic Organizer B

Learning Targets:

- Identify literary elements in Hard Times.
- Examine “Utilitarianism” more deeply.
- Identify evidence of the utilitarianism philosophy in the text. (11-12.RL.KID.2)
- Analyze meaning of figurative language in prose. (11-12.RL.CS.4)

Agenda

- Continue using the Literary Analysis Graphic Organizer B, p. 188 in resource workbook (Use this to prompt students to identify these literary elements in Hard Times.)
- Students should read Chapter 2 independently while completing the Literary Analysis Graphic Organizer B to collect notes and examples of Dickens’s use of Novelistic Literary Elements.
- Return to p. 1000 to begin the second read. Consider using these text-dependent questions to build comprehension of the text:
 - What outlook is Dickens criticizing through Gradgrind’s identification of Sissy Jupe by a number? (Key Details)
 - Why does Gradgrind push Sissy Jupe to the conclusion that her father is a veterinary surgeon as opposed to belonging “to to the horse-riding”? What does this say about Gradgrind’s character? (General Understanding)
 - What does the word “deficient” suggest in the sentence: “His skin was so unwholesomely *deficient* in the natural tinge, that he looked as though, if he were cut, he would bleed white.” (Vocabulary)
 - What type of answer to his question does Gradgrind accept? How does this further his mission to impart facts to the children? (Key Details)
 - On page 1002, what does the reaction of the class hint about Dickens’s purpose in this scene? (Author’s Purpose)
 - What point about imagination does Dickens make through the teacher’s literal-minded understanding? (Inferences)
 - What is the irony of the name of Mr. M’Coakumchild? (Vocabulary/Context Clues)
 - Compare and contrast Sissy’s and Bitzer’s performances in the classroom. (Compare/Contrast)
 - With whom does Dickens expect the reader to sympathize in this excerpt? Why? (Inferences)
- Assign several of the “After You Read” questions to groups of students to discuss and analyze together. In some cases, you may ask students to write answers independently first then bring answers to group discussion.
- Consider spending time on the Integrated Language Skills on p. 1007, particularly the “Words for a Utilitarian Perspective” as these Tier III vocabulary words can be used in other academic contexts. Note the mention of “connotations” in this section and ask if this relates to the idea of Utilitarianism.
- Resource for background information and analysis for the teacher: <http://www.gradesaver.com/hard-times/study-guide/summary-book-i-chapters-1-5>

	<p><u>Text Dependent/Text Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • What outlook is Dickens criticizing through Gradgrind’s identification of Sissy Jupe by a number? (Key Details) • Why does Gradgrind push Sissy Jupe to the conclusion that her father is a veterinary surgeon as opposed to belonging “to to the horse-riding”? What does this say about Gradgrind’s character? (General Understanding) • What does the word “deficient” suggest in the sentence: “His skin was so unwholesomely <i>deficient</i> in the natural tinge, that he looked as though, if he were cut, he would bleed white.” (Vocabulary) • What type of answer to his question does Gradgrind accept? How does this further his mission to impart facts to the children? (Key Details) • On page 1002, what does the reaction of the class hint about Dickens’s purpose in this scene? (Author’s Purpose) • What point about imagination does Dickens make through the teacher’s literal-minded understanding? (Inferences) • What is the irony of the name of Mr. M’Coakumchild? (Vocabulary/Context Clues) • Compare and contrast Sissy’s and Bitzer’s performances in the classroom. (Compare/Contrast) • With whom does Dickens expect the reader to sympathize in this excerpt? Why? (Inferences) • <p><u>Daily Writing</u> As an exit ticket, have students write a summary of this section of the text focusing on the author’s message.</p>
Lesson 4	Instructional Plan
<p>Text(s):</p> <p>Excerpt from <u>Hard Times</u> by Charles Dickens, 1050L (p. 998)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • State Writing Assessment Rubric 	<p>Culminating Task / Formative Writing Assessment</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Draft an argumentative essay in response to a quote. (11-12.W.TTP.1) • Provide peer feedback on writing. <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Students will draft an argumentative essay on this topic: <ul style="list-style-type: none"> ○ “Interpret this quote from the text: <i>If he had only learnt a little less, how infinitely better he might have taught much more.</i> Do you agree or disagree with the author? Use evidence from the text to support your response.” (Opinions/Arguments) • Have students draft answers and provide text evidence to support claims. • Students who finish in class should swap papers with a peer and use sticky notes to provide feedback or ask questions. If time allows, give partners time to discuss feedback and make revisions. • Students should share drafts with a peer for feedback then be given time to revise writing. Consider using a rubric similar to the state assessment rubric to assess this performance task.

	<u>Text Dependent/Text Specific Questions (Sample)</u> N/A <u>Daily Writing</u> N/A
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Week 2

Instructional Focus

Reading: Literature

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

Writing

- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
 - B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - D. Provide a concluding statement or section that follows from and supports the argument presented.
 - E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - F. Establish and maintain a formal style and objective tone.

Speaking & Listening

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 5	Instructional Plan
Text(s): Excerpt from <u>Hard Times</u> by	<u>Guiding Questions:</u> <ul style="list-style-type: none"> • What are Gandhi's arguments against modern, industrial civilization? • What alternatives does Gandhi present to modern, industrial civilization?

<p>Charles Dickens, 1050L (p. 998)</p> <p>From “Hind Swaraj” by Mahatma Gandhi</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson Packet 	<ul style="list-style-type: none"> • What are Gandhi and Dickens’ views on what education should and should not look like? <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Explore <u>Hard Times</u> as satire (Dickens’ critique of Utilitarianism and the mechanization of human beings). (11-12.RL.IKI.7) • Complicate our understanding of civilization by reading four chapters from Hind Swaraj, Gandhi’s seminal text on creating a peaceful, independent, and self-sufficient society (11-12.RL.IKI.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Follow the Day 1 lesson in the packet. • Use Handout 1 with students in class. • Use Handout 2 for homework. <p><u>Text Dependent/Text Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • What is Utilitarianism? How is Hard Times a critique of Utilitarianism? What are two, specific examples (with page numbers) from the book that illustrate Dickens’ criticism of Utilitarianism, and how do you know? <p><u>Daily Writing</u> Provide students with time to draft out a response to the TDQ listed above in paragraph form and using evidence from the text.</p>
<p>Lesson 6</p>	<p>Instructional Plan</p>
<p><u>Text(s):</u></p> <p>Excerpt from <u>Hard Times</u> by Charles Dickens, 1050L (p. 998)</p> <p>From “Hind Swaraj” by Mahatma Gandhi</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson Packet 	<p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What are Gandhi’s arguments against modern, industrial civilization? • What alternatives does Gandhi present to modern, industrial civilization? • What are Gandhi and Dickens’ views on what education should and should not look like? <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Explore <u>Hard Times</u> as satire (Dickens’ critique of Utilitarianism and the mechanization of human beings). (11-12.RL.IKI.7) • Complicate our understanding of civilization by reading four chapters from Hind Swaraj, Gandhi’s seminal text on creating a peaceful, independent, and self-sufficient society. (11-12.RL.IKI.7) <p><u>Agenda</u></p>

	<ul style="list-style-type: none"> Follow the Day 2 lesson in the packet. Use Handout 3 with students. <p><u>Text Dependent/Text Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> What alternatives do you think Dickens would suggest to Utilitarianism (or other problems in the book)? What would Gandhi suggest as an alternative to modern, industrialized civilization? What would they think of our post-modern civilization? <p><u>Daily Writing</u> Provide students with time to draft out a response to the TDQs listed above in paragraph form and using evidence from the text.</p>
Lesson 7	Instructional Plan
<p>Text(s):</p> <p>Excerpt from <u>Hard Times</u> by Charles Dickens, 1050L (p. 998)</p> <p>From “<i>Hind Swaraj</i>” by Mahatma Gandhi</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Lesson Packet 	<p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What are Gandhi’s arguments against modern, industrial civilization? What alternatives does Gandhi present to modern, industrial civilization? What are Gandhi and Dickens’ views on what education should and should not look like? <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Explore <u>Hard Times</u> as satire (Dickens’ critique of Utilitarianism and the mechanization of human beings). (11-12.RL.IK1.7) Complicate our understanding of civilization by reading four chapters from <i>Hind Swaraj</i>, Gandhi’s seminal text on creating a peaceful, independent, and self-sufficient society. (11-12.RL.IK1.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Follow the Day 3 lesson in the packet. Use Handout 4 with students. <p><u>Text Dependent/Text Specific Questions (Sample)</u> N/A- Class discussion with previous class TDQs.</p> <p><u>Daily Writing</u> N/A- Class discussion with previous class TDQs.</p>

Lesson 8	Instructional Plan
<p>Text(s):</p> <p>Excerpt from <u>Hard Times</u> by Charles Dickens, 1050L (p. 998)</p> <p>From “<i>Hind Swaraj</i>” by Mahatma Gandhi</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Lesson Packet 	<p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What are Gandhi’s arguments against modern, industrial civilization? What alternatives does Gandhi present to modern, industrial civilization? What are Gandhi and Dickens’ views on what education should and should not look like? <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Explore <u>Hard Times</u> as satire (Dickens’ critique of Utilitarianism and the mechanization of human beings). (11-12.RL.IKI.7) Complicate our understanding of civilization by reading four chapters from <i>Hind Swaraj</i>, Gandhi’s seminal text on creating a peaceful, independent, and self-sufficient society. (11-12.RL.IKI.) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Follow the Day 4 lesson in the packet Use Handout 5 with students. <p><u>Text Dependent/Text Specific Questions (Sample)</u> N/A Group Project</p> <p><u>Daily Writing</u> N/A Group Project</p>
Lesson 9	Instructional Plan
<p>Text(s):</p> <p>Excerpt from <u>Hard Times</u> by Charles Dickens, 1050L (p. 998)</p> <p>From “<i>Hind Swaraj</i>” by Mahatma Gandhi</p>	<p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> What are Gandhi’s arguments against modern, industrial civilization? What alternatives does Gandhi present to modern, industrial civilization? What are Gandhi and Dickens’ views on what education should and should not look like? <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Explore <u>Hard Times</u> as satire (Dickens’ critique of Utilitarianism and the mechanization of human beings). Complicate our understanding of civilization by reading four chapters from <i>Hind Swaraj</i>, Gandhi’s seminal text on

<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson Packet 	<p>creating a peaceful, independent, and self-sufficient society</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Follow the Day 5 lesson in the packet. • Students complete the final activity by responding to this prompt: <ul style="list-style-type: none"> ○ <i>In a well-written thoughtful essay, compare and contrast Charles Dickens’s view of civilization (Utilitarianism in particular) with that of Gandhi. Pay close attention to how each deals with education, the problems faced by people in their respective societies, and the solutions each offer to their readers.</i> <p><u>Text Dependent/Text Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • What is the function of education in a Utilitarian society? How do you think Dickens would structure education? • What is the function of education in “Education” by Gandhi? <p><u>Daily Writing</u> See writing activity above.</p>
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Week 3

Instructional Focus

Reading: Literature

- 11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.
- 11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

Reading: Informational Texts

- 11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.
- 11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

Language

- 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
- 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.
- 11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 11-12.SL.CC.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance an style appropriate to task, purpose, and audience.

Lesson 10	Instructional Plan
<p>Text(s):</p> <p>“What If Schools Taught Us How to Learn” by Jonathan Levi</p> <p>Materials:</p> <ul style="list-style-type: none"> Digital Media Access TED Talk Think Sheet 	<p><u>Guiding Question:</u> What if schools taught us how to learn?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Follow a protocol to deepen understanding of a TED Talk. Discuss central ideas of a TED Talk in small groups. (11-12.RI.CS.6, 11-12.RI.IKI.7, 11-12.RI.IKI.8) <p><u>Agenda</u></p> <p><i>Follow this protocol to review and analyze each TED Talk.</i></p> <p><u>Step 1:</u> Distribute a copy of this Think Sheet to each student. (http://bit.ly/2k4U1ZH) Students should read over the sheet to set a purpose for watching but should not write on the sheet at this point.</p> <p><u>Step 2:</u> Show the TED Talk video to students. Have students WATCH the video <i>without taking notes at this point.</i></p> <p><u>Step 3:</u> Give students about 3 minutes to capture notes in the Think Sheet of everything remembered from the video.</p> <p><u>Step 4:</u> Play the video again. This time students may complete notes.</p> <p><u>Step 5:</u> Students bring the Think Sheet to small group discussions. Groups should be 3 to 5 students to ensure students have a chance to contribute orally.</p> <p>*While in small groups, students should discuss the Essential Question if the TED Talk addressed any elements of quality public education.</p> <p><u>Step 6:</u> Bring the groups back to one whole group and lead a compare/contrast discussion for the unit.</p> <ul style="list-style-type: none"> How do the ideas of education presented in the video compare to ideals presented by Dickens and Gandhi? How do the central ideas compare from TED Talk to TED Talk? Which speakers have similar points of view? Which speakers would disagree with each other's central idea?

Lesson 11	Instructional Plan
<p>Text(s):</p> <p>“Testing, Testing” by Linda Darling-Hammond</p> <p>Materials:</p> <ul style="list-style-type: none"> Digital Media Access TED Talk Think Sheet 	<p><u>Guiding Question:</u> How do other countries assess student achievement, according to the speaker?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Follow a protocol to deepen understanding of a TED Talk. Discuss central ideas of a TED Talk in small groups. (11-12.RI.CS.6, 11-12.RI.IKI.7, 11-12.RI.IKI.8) <p><u>Agenda</u></p> <p><i>Follow this protocol to review and analyze each TED Talk.</i></p> <p><u>Step 1:</u> Distribute a copy of this Think Sheet to each student. (http://bit.ly/2k4U1ZH) Students should read over the sheet to set a purpose for watching but should not write on the sheet at this point.</p> <p><u>Step 2:</u> Show the TED Talk video to students. Have students WATCH the video <i>without taking notes at this point.</i></p> <p><u>Step 3:</u> Give students about 3 minutes to capture notes in the Think Sheet of everything remembered from the video.</p> <p><u>Step 4:</u> Play the video again. This time students may complete notes.</p> <p><u>Step 5:</u> Students bring the Think Sheet to small group discussions. Groups should be 3 to 5 students to ensure students have a chance to contribute orally.</p> <p>*While in small groups, students should discuss the Essential Question if the TED Talk addressed any elements of quality public education.</p> <p><u>Step 6:</u> Bring the groups back to one whole group and lead a compare/contrast discussion for the unit.</p> <ul style="list-style-type: none"> How do the ideas of education presented in the video compare to ideals presented by Dickens and Gandhi? How do the central ideas compare from TED Talk to TED Talk? Which speakers have similar points of view? Which speakers would disagree with each other’s central idea?
Lesson 12	Instructional Plan
<p>Text(s):</p> <p>“The Surprising Truth About Learning in Schools” by Will Richardson</p> <p>Materials:</p> <ul style="list-style-type: none"> Digital Media Access TED Talk Think Sheet 	<p><u>Guiding Question:</u> What do you believe about how kids learn best?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Follow a protocol to deepen understanding of a TED Talk. Discuss central ideas of a TED Talk in small groups. (11-12.RI.CS.6, 11-12.RI.IKI.7, 11-12.RI.IKI.8) <p><u>Agenda</u></p> <p><i>Follow this protocol to review and analyze each TED Talk.</i></p> <p><u>Step 1:</u> Distribute a copy of this Think Sheet to each student. (http://bit.ly/2k4U1ZH) Students should read over the sheet to set a purpose for watching but should not write on the sheet at this point.</p>

	<p><u>Step 2:</u> Show the TED Talk video to students. Have students WATCH the video <i>without taking notes at this point.</i></p> <p><u>Step 3:</u> Give students about 3 minutes to capture notes in the Think Sheet of everything remembered from the video.</p> <p><u>Step 4:</u> Play the video again. This time students may complete notes.</p> <p><u>Step 5:</u> Students bring the Think Sheet to small group discussions. Groups should be 3 to 5 students to ensure students have a chance to contribute orally.</p> <p>*While in small groups, students should discuss the Essential Question if the TED Talk addressed any elements of quality public education.</p> <p><u>Step 6:</u> Bring the groups back to one whole group and lead a compare/contrast discussion for the unit.</p> <ul style="list-style-type: none"> • How do the ideas of education presented in the video compare to ideals presented by Dickens and Gandhi? • How do the central ideas compare from TED Talk to TED Talk? • Which speakers have similar points of view? • Which speakers would disagree with each other’s central idea?
Lesson 13	Instructional Plan
<p>Text(s):</p> <p><u>“What Standardized Tests Don’t Measure”</u> by Nikki Adeli</p> <p>Materials:</p> <ul style="list-style-type: none"> • Digital Media Access • TED Talk Think Sheet 	<p><u>Guiding Question:</u> What does Nikki Adeli believe is the value and purpose of schools?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Follow a protocol to deepen understanding of a TED Talk. • Discuss central ideas of a TED Talk in small groups. (11-12.RI.CS.6, 11-12.RI.IKI.7, 11-12.RI.IKI.8) <p><u>Agenda</u></p> <p><i>Follow this protocol to review and analyze each TED Talk.</i></p> <p><u>Step 1:</u> Distribute a copy of this Think Sheet to each student. (http://bit.ly/2k4U1ZH) Students should read over the sheet to set a purpose for watching but should not write on the sheet at this point.</p> <p><u>Step 2:</u> Show the TED Talk video to students. Have students WATCH the video <i>without taking notes at this point.</i></p> <p><u>Step 3:</u> Give students about 3 minutes to capture notes in the Think Sheet of everything remembered from the video.</p> <p><u>Step 4:</u> Play the video again. This time students may complete notes.</p> <p><u>Step 5:</u> Students bring the Think Sheet to small group discussions. Groups should be 3 to 5 students to ensure students have a chance to contribute orally.</p> <p>*While in small groups, students should discuss the Essential Question if the TED Talk addressed any elements of quality public education.</p> <p><u>Step 6:</u> Bring the groups back to one whole group and lead a compare/contrast discussion for the unit.</p> <ul style="list-style-type: none"> • How do the ideas of education presented in the video compare to ideals presented by Dickens and Gandhi? • How do the central ideas compare from TED Talk to TED Talk? • Which speakers have similar points of view?

	<ul style="list-style-type: none"> Which speakers would disagree with each other's central idea?
Lesson 14	Instructional Plan
<p>Text(s):</p> <p>“Grit: The Power of Passion and Perseverance” by Angela Lee Duckworth</p> <p>Materials:</p> <ul style="list-style-type: none"> Digital Media Access TED Talk Think Sheet 	<p><u>Guiding Question:</u> According to Angela Lee Duckworth, how is “grit” a predictor of success?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Follow a protocol to deepen understanding of a TED Talk. Discuss central ideas of a TED Talk in small groups. (11-12.RI.CS.6, 11-12.RI.IKI.7, 11-12.RI.IKI.8) <p><u>Agenda</u></p> <p><i>Follow this protocol to review and analyze each TED Talk.</i></p> <p><u>Step 1:</u> Distribute a copy of this Think Sheet to each student. (http://bit.ly/2k4U1ZH) Students should read over the sheet to set a purpose for watching but should not write on the sheet at this point.</p> <p><u>Step 2:</u> Show the TED Talk video to students. Have students WATCH the video <i>without taking notes at this point.</i></p> <p><u>Step 3:</u> Give students about 3 minutes to capture notes in the Think Sheet of everything remembered from the video.</p> <p><u>Step 4:</u> Play the video again. This time students may complete notes.</p> <p><u>Step 5:</u> Students bring the Think Sheet to small group discussions. Groups should be 3 to 5 students to ensure students have a chance to contribute orally.</p> <p>*While in small groups, students should discuss the Essential Question if the TED Talk addressed any elements of quality public education.</p> <p><u>Step 6:</u> Bring the groups back to one whole group and lead a compare/contrast discussion for the unit.</p> <ul style="list-style-type: none"> How do the ideas of education presented in the video compare to ideals presented by Dickens and Gandhi? How do the central ideas compare from TED Talk to TED Talk? Which speakers have similar points of view? Which speakers would disagree with each other's central idea?

Week 4

Instructional Focus

- Writing**
- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- Introduce precise claim(s).
 - Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and

limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

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

E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

F. Establish and maintain a formal style and objective tone.

11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.W.PDW.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.

11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.

11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

11-12.SL.CC.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance an style appropriate to task, purpose, and audience.

11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

<p>Text(s):</p> <p>Exemplar: “High School Training Ground” by Malcolm London</p> <p>Materials:</p> <ul style="list-style-type: none"> TED Talk Think Sheet 	<p>Summative Writing Task</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Follow a protocol to deepen understanding of a TED Talk. Discuss central ideas of a TED Talk in small groups. (11-12.RI.CS.6, 11-12.RI.IKI.7, 11-12.RI.IKI.8) Draft a response to a prompt that requires analysis of multiple texts. (11-12.W.TTP.1) <p><u>Agenda</u></p> <p>Introduction</p> <ul style="list-style-type: none"> Students will watch the exemplar TED Talk given by and written by a high school student. His TED Talk was written in verse, which could be given as an option to students for their culminating task. <ul style="list-style-type: none"> Exemplar: “High School Training Ground” by Malcolm London - https://www.ted.com/talks/malcolm_london_high_school_training_ground Use the same protocol and Think Sheet from Week 3 to guide students through thinking about London’s central idea and how he formed his argument. If time permits, allow students to begin brainstorming topics or point of view/stance that will address the prompt of the Culminating Task: <ul style="list-style-type: none"> <i>Based on information shared in TED Talks, is modern US education reform aimed at the same outcomes argued for by Dickens and Ghandhi many years ago? Write an argumentative essay defending your conclusion by incorporating a connection between quotes from the antique texts and examples or non-examples of what exists today, as presented by the speakers in the TED Talks.</i> Scaffolding: The teacher may need to guide the class through creating a list of the “outcomes argued for by Dickens (through satire) and Ghandhi (more directly) many years ago.” <ul style="list-style-type: none"> Create a T-Chart on chart paper or on a PPT slide so that you can display this list throughout the week as students are working on the task. Label the T-Chart “Then” and “Now” to show students that their task is to create a comparison and argue whether or not present-day public education has met the expectations of Dickens and/or Gandhi. Students could use notes from the Week 2, Day 5 writing assignment to help provide information for the class chart.
<p>Lesson 16</p>	<p>Instructional Plan</p>
<p>Text(s):</p> <p>Exemplar: “High School Training Ground” by Malcolm London</p>	<p>Summative Writing Task</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Draft a response to a prompt that requires analysis of multiple texts. Revise and edit writing based on peer feedback.

<p><u>Materials:</u> N/A</p>	<ul style="list-style-type: none"> • Use resources as needed to strengthen argument of draft. <p><u>Agenda</u></p> <p>*Students should write their script for the TED Talk and practice it aloud during the revision process. Consider requiring students to turn in their final script as part of their final grade for the task.</p> <p>*Students who need more support with this activity should be given a thought partner. The two students could collaborate on the creation of the script and listen to the practice performance to give feedback.</p> <p>*Use resources here to build the process by which your students will create their own TED Talks to satisfy the Culminating Task.</p> <ul style="list-style-type: none"> • http://www.educationworld.com/blog/ted-talk-unit (separates student moves into phases towards creating a TED Talk) • https://www.common sense.org/education/lesson-plans/create-your-own-ted-talk (includes handouts and visuals to support students) • https://www.edutopia.org/blog/common-core-lesson-plans-speeches-heather-wolpert-gawron (breaks down the parts of a TED Talk into discrete sections, guides searching for topic information) • http://bit.ly/2lmsgP5 (PDF of unit plan for TED Talks, offers an alternative Think Sheet for note collection)
<p>Lesson 17</p>	<p>Instructional Plan</p>
<p>Text(s):</p> <p>Exemplar: “High School Training Ground” by Malcolm London</p> <p><u>Materials:</u> N/A</p>	<p>Summative Writing Task</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Perform original TED Talk by answering a prompt that requires analysis of multiple texts. • Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning. • Organize and develop substance and style appropriate to task, purpose, and audience. <p><u>Agenda</u></p> <p>Students should perform TED Talks for the class.</p> <p>Considerations:</p> <p>Before working on this project, provide a rubric for students that balances content with presentation. (Examples: http://bit.ly/2jOWN9j)</p> <p>Limit the time for the presentation of the TED Talk. Students should be pushed to be concise and direct with the TED Talk. Remember that if students are given 3 to 4 minutes, some will go over if allowed. Try to complete presentations in two class periods.</p>

Grade 12		Modernist Poetry and Human Nature	5 Weeks
Unit Overview			
Students will examine the writings of Hobbes and Rousseau to gain a deeper understanding of their divergent viewpoints on human nature. They will apply Hobbes's and Rousseau's ideas in analyzing various literary works in preparation for the final assessment. For their final product, students will read "The Hollow Men" and make an informed argument, supported by evidence, connecting the ideas expressed in this text to the ideas expressed by one of the Enlightenment thinkers.			
Essential Questions:			
<ul style="list-style-type: none"> • Are humans essentially good or evil? • How do poets and philosophers explore the role of government in our lives? • How does the use of evidence determine the degree to which an argument is convincing? • What is a <i>social contract</i>? 			
Anchor Text		Qualitative Analysis of Anchor Text	
The Hollow Men by T.S. Eliot, p. 1163		To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the Text Complexity – Qualitative Measures Rubric . <ul style="list-style-type: none"> f. Knowledge Demands – Very Complex g. Text Structure – Slightly Complex h. Language Features – Slightly Complex i. Meaning – Very Complex j. Overall Complexity – Very Complex 	
Related Texts			
Literary Texts			
<ul style="list-style-type: none"> • <i>Preludes</i> by T.S. Eliot, p. 1156 • <i>Journey of the Mag</i>" by T.S. Eliot, p. 1158 • Thirteen Ways of Looking at a Blackbird by Wallace Stevens • <i>The Love Song of J. Alfred Prufrock</i> by T.S. Eliot • To a Mouse by Robert Burns, p. 734 • Dulce et Decorum Est by Wilfred Owen • from The Heart of Darkness by Joseph Conrad 			
Informational Texts			
<ul style="list-style-type: none"> • The Social Contract by Jean-Jacques Rousseau • <i>From "Leviathan"</i> by Thomas Hobbes and C.B. Macpherson 			
End-of-Unit Assessment:			
According to T. S. Eliot, are humans innately good or evil? In your essay, argue which side you think Eliot takes. Explain whether Eliot's thesis is supported by the ideas of either Hobbes or Rousseau. Also address the counterclaim (in other words, explaining why the other enlightenment thinker's ideas do not support Eliot's thesis.) Use evidence from "The Hollow Men," <i>The Social Contract</i> , and <i>Leviathan</i> to support your assertions.			
Unit Outcomes: Grade Level Standards Addressed			

Reading: Literature

11-12.RL.KID.1, 11-12.RL.KID.2, 11-12.RL.KID.3, 11-12.RL.CS.4, 11-12.RL.CS.5, 11-12.RI.CS.6, 11-12.RL.IKI.7, 11-12.RL.IKI.9, 12.RL.RRTC.10

Reading: Informational Texts

11-12.RI.KID.1, 11-12.RI.KID.2, 11-12.RI.CS.5, 11-12.RI.IKI.7, 11-12.RI.IKI.8

Writing

11-12.W.TTP.1, 11-12.W.TTP.2, 11-12.W.PDW.4, 11-12.W.PDW.5, 11-12.W.RBPK.9, 11-12.W.RW.10

Language

11-12.L.CSE.1, 11-12.L.CSE.2, 11-12.L.KL.3, 11-12.L.VAU.4, 11-12.L.VAU.5, 11-12.L.VAU.6

Speaking & Listening

11-12.SL.CC.1, 11-12.SL.CC.2, 11-12.SL.CC.3

Week 5**Instructional Focus****Reading: Literature**

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- 11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- 11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

Reading: Informational Texts

- 11-12.RI.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.

Writing

- 11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

<p>11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.W.PDW.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.</p> <p>11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source materials.</p> <p>11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p>A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <p>C. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>D. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>G. Establish and maintain a formal style and objective tone.</p>
<p>Language</p> <p>11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p> <p>11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.</p> <p>11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Speaking & Listening</p> <p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.</p>	

Lesson 1	Instructional Plan
<p>Text(s):</p> <p>N/A</p>	<p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What are several historical, social, and cultural forces that prompted the modernist movement? • What were the effects of these influential factors? <p><u>Learning Targets:</u></p>

	<ul style="list-style-type: none"> • Understand the historical, social, and cultural context of modernism at large. • Build knowledge through print and non-print resources. <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson One • Note: To prepare for this lesson, read this Introduction to Modernist Poetry. • Pacing Suggestion: This lesson might take 2 class periods.
Lesson 2	Instructional Plan
<p>Text(s):</p> <p><i>Thirteen Ways of Looking at a Blackbird</i> by Wallace Stevens</p>	<p><u>Guiding Question:</u> What are several key characteristics of literary modernism?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understand the literary context of modernism. • Identity a poem’s speaker and understand its importance. • Define and understand common poetic devices in context. • Analyze several modernist poems. 11-12.RL IKI.9 <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson Two • Pacing Suggestion: This lesson might take 2 class periods.
Lesson 3	Instructional Plan
<p>Text(s):</p> <p><i>The Love Song of J. Alfred Prufrock</i> by T.S. Eliot</p>	<p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • What are several key characteristics of literary modernism? What were the effects of these influential factors? • What are several historical, social, and cultural forces that prompted the modernist movement? <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understand the literary context of modernism. • Define and understand in context common poetic devices. • Analyze several modernist poems, including T.S. Eliot’s “The Love Song of J. Alfred Prufrock.” 11-12.RL IKI.9

- Understand the historical, social, and cultural context of modernism at large. 11-12.RL.IK1.9

Agenda

- [Lesson Three](#)
- Pacing Suggestion: This lesson might take 2 class periods.
- Consider having students examine a comic strip version to scaffold understanding of the poem:
<https://julianpeterscomics.com/page-1-the-love-song-of-j-alfred-prufrock-by-t-s-eliot/>

Week 6

Instructional Focus

Reading: Literature

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- 11-12.RL.CS.5 Analyze how an author's choices concerning structure of specific parts of the text contribute to its overall structure, meaning, and aesthetic impact.
- 11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.
- 11-12.RL.IK1.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- 11-12.RL.IK1.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.
- 12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

Writing

- 11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

- 11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.
- Use context as a clue to the meaning of a word or a phrase.
 - Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
 - Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
 - Use etymological patterns in spelling as clues to the meaning of a word or phrase.
- 11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.

Speaking & Listening

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.

Lesson 4	Instructional Plan
<p>Text(s):</p> <p><i>“Preludes”</i> by T.S. Eliot, p. 1156</p> <p><i>“Journey of the Magi”</i> by T.S. Eliot, p. 1158</p> <p>Materials:</p> <ul style="list-style-type: none"> Pearson Literature Textbook 	<p><u>Guiding Question:</u> How does Eliot’s style compare to the style of traditional poets?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Relate Eliot’s literary works to the historical period. 11-12.RL.KID.2 Identify elements of Modernism in Eliot’s poetry. 11-12.RL.IKI.7 <p><u>Agenda</u></p> <ul style="list-style-type: none"> Literary Analysis, p. 1154 Reading Strategy p. 1154 Read about T.S. Eliot on p. 1155. Note the Text Complexity Rubric at the bottom of p. 1156 along with the Reader and Task Suggestions on p. 1157 to help plan scaffolding for students. Have students read both poems. Use these videos to aid comprehension after the initial read: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=jzpWSsxosb8&t=17s (Preludes) https://www.youtube.com/watch?v=vIEQYueIQJU (Journey of the Magi) Students should work in groups to discuss Question 3, p. 1166 – Integration of Knowledge and Ideas. After discussing both items in Question 3, students may return to desks and write summary answers on paper to turn in for assessment.

	<p><u>Text Dependent/Text Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> In what ways do Elliot’s poems both break with tradition and connect with tradition? Use at least two of these Essential Question words in your response: free verse, fragmentation, allusion, imagery. <p><u>Daily Writing</u> As stated in the last bullet of the agenda, students may return to desks and write summary answers on paper to turn in for assessment.</p>
Lesson 5	Instructional Plan
<p>Text(s):</p> <p><u>To a Mouse</u> by Robert Burns, p. 734</p> <p><u>The Social Contract</u> by Jean-Jacques Rousseau</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Handouts as linked in the agenda 	<p><u>Guiding Question:</u> How can we determine how Burns articulates his thesis about power?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> Identify how Burns develops his thesis about power using characterization and symbolism. 11-12.RL.KID.3 <p><u>Agenda</u></p> <ul style="list-style-type: none"> Follow the lesson in <u>Activity One</u>. Use p.734 of the textbook for “<i>To a Mouse</i>” or print copies of <u>this handout</u>. <i>Levels of Meaning</i> – If students will have difficulty with the poem’s ideas, have them sum up the mouse’s situation. Then, have them try to state the basic comparison and contrast in the last two stanzas. <i>Analyzing</i> –If students will not have difficulty with the poem’s ideas, have them explain the speaker’s conclusions and how he reaches them. Scaffold “<i>To a Mouse</i>” with these two handouts. <ul style="list-style-type: none"> <u>Handout Two</u> – Guides students through multiple reads of the text <u>Handout Three</u> – Students analyze the poet’s argument about power. <u>Handout Four</u> – Students summarize the analysis. (Can be used for assessment.) Videos: Students can compare/contrast the style of presentation and the mood each exudes in the audience/listener. More classic: https://vimeo.com/86408156 More modern: https://vimeo.com/84959639 Another option: http://www.watchknowlearn.org/Video.aspx?VideoID=14606&CategoryID=2631 Print copies of <i>The Social Contract</i> from <u>this link</u>. Introduce Rousseau’s political theory using this video: https://www.youtube.com/watch?v=81KfDXTtXE <p><u>Text Dependent/Text Specific Questions (Sample)</u> N/A- See lesson activities and handouts as linked above.</p>

Daily Writing

N/A- See lesson activities and handouts as linked above.

Week 7**Instructional Focus****Reading: Literature**

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- 11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

Reading: Informational Texts

- 11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Writing

- 11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
 - B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - C. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - E. Use appropriate formatting, graphics, and multimedia to aid comprehension.
 - F. Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - G. Establish and maintain a formal style and objective tone.

- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source materials.
- 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

- 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
- 11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

Speaking & Listening

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 6	Instructional Plan
<p>Text(s):</p> <p><i>Dulce et Decorum Est</i> by Wilfred Owen</p> <p>From "<i>Leviathan</i>" by Thomas Hobbes and C.B. Macpherson</p> <p>Materials:</p> <ul style="list-style-type: none"> Handouts as linked in the agenda 	<p><u>Guiding Question:</u> How can we draw connections between "Dulce et Decorum Est" and <i>Leviathan</i> through an exploration of the use of imagery?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Compare ideas presented in a poem to ideas from a work of prose. 11-12.RL.IKI.7 <p>Choose significant moments from the text that connect to Hobbes's <i>Leviathan</i> and represent those connections in an artistic way.</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> Follow the lesson in Activity Two. Print and distribute copies of "<i>Dulce et Decorum Est</i>" by Wilfred Owen and from "<i>Leviathan</i>" by Thomas Hobbes and C.B. Macpherson. Handout Five should be completed for <i>Dulce et Decorum Est</i> before the assessment is given. Videos: Hearing a performance of these poems might aid comprehension. <ul style="list-style-type: none"> More classic of <i>Dulce et Decorum Est</i>: https://www.youtube.com/watch?v=qB4cdRgIcB8 This video shows footage from WWI (real and from film) that literally show the poem, somewhat graphic but should aid comprehension for those who are struggling to understand the poem https://www.youtube.com/watch?v=6lSHh7V_rAo

	<ul style="list-style-type: none"> • Use the Comic Strip Handout for assessment of the Owen poem. • Scaffold student comprehension with the Leviathan Chart Handout. <p><u>Text Dependent/Text Specific Questions (Sample)</u> N/A- See lesson activities and handouts as linked above.</p> <p><u>Daily Writing</u> N/A- See lesson activities and handouts as linked above.</p>
Lesson 7	Instructional Plan
<p>Text(s):</p> <p>From The Heart of Darkness by Joseph Conrad</p> <p>From "Leviathan" by Thomas Hobbes and C.B. Macpherson</p> <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> How can we compare and contrast how authors convey their viewpoints on human nature?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify authors' thesis on the theme of human nature. 11-12.RI.CS.5 • Define how each author built his thesis. 11-12.RI.CS.5 <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Follow the lesson in Activity Three. • Use this Think Sheet to guide students through a "Question 26" activity, as noted in the beginning of Activity Three. Ideas recorded here independently or by discussion in small groups can then be put together into a concise paragraph. (<i>The textual evidence should relate to "The Social Contract" or "Leviathan" to argue each writer's point of view.</i>) • Print copies of: <ul style="list-style-type: none"> ○ "The Hollow Men" by T.S. Eliot ○ Excerpts from The Heart of Darkness by Joseph Conrad ○ Opening Scene of <i>Apocalypse Now</i> handout (optional): http://bit.ly/2jv3ial ○ Handouts for scaffolding "<i>The Hollow Men</i>" ○ Handout Seven ○ Glencoe Hollow Men WS <p><u>More Resources:</u></p> <ul style="list-style-type: none"> • Before reading the entire poem, ask students about the first two lines in italics. Where did they originate? Why are they set apart from the poem? Share information about Guy Fawkes Day: http://www.history.com/news/guy-fawkes-day-a-brief-history - "A penny for the Guy" references this day in British history. • Show students the opening scene from <i>Apocalypse Now</i>. Use this clip as it stops before anything inappropriate is shown: https://www.youtube.com/watch?v=e5L617dEXIE

- Ask students what themes are shown in the opening – alienation, turning “upside down” of expectations, violence, nature of conflict, etc. Have students defend their choice of theme with evidence from the clip.
- Close read the lyrics from “The End” by The Doors on that same handout. Ask students how this song relates to the movie’s theme and tone/mood.
- Explain that *Apocalypse Now* is a film version of The Heart of Darkness with many similarities to the book – one being the antagonists have the same name: Mr. Kurtz. And the protagonist has been sent to kill Mr. Kurtz.
- Share excerpt one [from The Heart of Darkness](#).
- Have students Turn and Talk about the meaning of the opening to *The Hollow Men*.
- Go back to multiple reads as described in [Activity Three](#) and use the following TDQs as needed.
- Text-Dependent Questions for “*The Hollow Men*”:
 - Who are the “hollow men”? How can one be both “hollow” and “stuffed”? (General Understanding)
 - What imagery is created in lines 2-4? (straw man – scarecrow) (Key Details)
 - Analyze and explain the significance of oxymorons found in part I. (Vocabulary)
 - What seems to be the central focus of each section of this poem? (Author’s Purpose)
 - What do lines 13-18 mean in “*The Hollow Men*”? (Inferences)
 - The poem states, “Remember us—if at all—not as lost Violent souls...” Is it possible to remember a soldier as something other than a “violent” killer? Give examples from the text to support your answer. (Opinion/Argument)
- Consider using this video to scaffold a second or third read: <https://www.youtube.com/watch?v=IPeHO1r8paU&t=11s> (Marlon Brando reads *The Hollow Men*)
- Use excerpts two and three [from The Heart of Darkness](#) to compare/contrast ideas in *The Hollow Men*.
- Close the week with a writing exercise that requires students to compare/contrast main ideas, tone/mood, characters, or themes in *The Hollow Men* and either The Heart of Darkness or *Apocalypse Now* using textual evidence and examples from each.

Text Dependent/Text Specific Questions (Sample)

N/A- See lesson activities and handouts as linked above.

Daily Writing

N/A- See lesson activities and handouts as linked above.

Week 8

Instructional Focus

Reading: Literature

- 11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

Reading: Informational Texts

- 11-12.RI.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.
- 11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

Writing

- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
- B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- D. Provide a concluding statement or section that follows from and supports the argument presented.
- E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- F. Establish and maintain a formal style and objective tone.
- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.PDW.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.
- 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source materials.
- 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

- 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
- 11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

Lesson 8	Instructional Plan
<p>Text(s):</p> <p>All Unit Texts</p> <p><u>Materials:</u></p>	<p>Summative Writing Assessment</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Complete the writing process to publish an essay. • Consolidate learning from the unit into written expression. <p>Performance Task: According to T. S. Eliot, are humans innately good or evil? In your essay, argue which side you think Eliot takes. Explain whether Eliot’s thesis is supported by the ideas of either Hobbes or Rousseau. Also address the counterclaim (in other words, explaining why the other enlightenment thinker’s ideas do not support Eliot’s thesis.) Use evidence from “The Hollow Men,” The Social Contract, and Leviathan to support your assertions.</p> <p>Resources</p> <ul style="list-style-type: none"> • Culminating Task Packet here: https://www.dropbox.com/s/emktc9leo7ae4gu/Culminating%20Task.pdf?dl=0 (Includes student exemplars) • T-chart comparison of Hobbes, Rousseau, and Locke: https://www.1215.org/lawnotes/work-in-progress/hlrcomparison/hlrcomparisongrid.htm • Constitutional Rights Foundation resource: http://www.crf-usa.org/bill-of-rights-in-action/bria-20-2-c-hobbes-locke-montesquieu-and-rousseau-on-government.html • Some interesting perspectives: http://www.nuttyhistory.com/american-gov.html • For students who need more explicit support with social contract theory: https://www.dropbox.com/s/usywxew37cout6j/Social_Contract_Theory_by_Hobbes_Locke_a.pdf?dl=0

Week 9

Instructional Focus

Reading: Literature

11-12.RL.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

Reading: Informational Texts

11-12.RI.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

- 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.
- 11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

- Writing**
- 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
 - A. Introduce precise claim(s).
 - B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - D. Provide a concluding statement or section that follows from and supports the argument presented.
 - E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - F. Establish and maintain a formal style and objective tone.
- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.PDW.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.
- 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source materials.
- 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

- Language**
- 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
- 11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

Lesson 8	Instructional Plan
<p>Text(s):</p> <p>ALL UNIT TEXTS</p> <p><u>Materials:</u></p>	<p>Summative Writing Assessment</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Complete the writing process to publish an essay. • Consolidate learning from the unit into written expression.

	<p><u>Agenda</u></p> <p>If students successfully completed the summative assessment, schedule time for each to share out his/her opinion or schedule a debate, grouping students based on “Yes, humans are innately evil” or “No, they are not.” Moderate a debate, pushing students to bring in examples from other works of fiction or nonfiction.</p> <p>If students did not successfully complete the summative assessment, continue facilitating a writer’s workshop to push students to successfully complete their last senior paper. Use peer feedback and/or collaborative writing as needed.</p>
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