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12th Grade English

Facing History School English Department

2018 -2019 - Fall/ Spring Semester

Instructor: Roslyn Claxton

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Tutoring: **By appointment**

https://docs.google.com/presentation/d/1C3fTi3jChE2OQJwAfY8foy27S7EKpu-HbV8F3d2K_bw/edit?usp=sharing

Course Overview- Entitled - Conflict and Cooperation (12th Grade)

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This class entitled, *Conflict and Cooperation* is a 12th Grade English course which focuses on: College intensive reading and writing methods, constructing newspapers, multigenre papers, debates, socratic seminars and vocabulary. The study of mental disorders is also an advanced method of study used to help analyze character behavior both in a text as well as in the real world. In addition, films, dramatic role-play and questioning and discussion techniques are other methods used in the brainstorming process for writing college level essays. These techniques help to prepare students for college, the English Regents Exam or the, Performance Based Assessment Test (PBAT). In order to Exceed Standards effectively for 12th grade English, students will become amateur psychologists by analyzing, subliminal messages (commercials) and decoding ulterior motives. All of the above skills are done within a “student friendly” environment around a series of essential questions designed for each unit.

Facing History Essential Questions:

1. What strategies can we use to make our writing come alive for a reader? (**Writing Workshop**)
2. Do modern science have a tendency to play God in their noble attempts to cure humanity? (**Flowers for Algernon**)
- 3 Is an immigrant’s cultural individuality lost once they choose to assimilate to become American? (**O. Wao**)
- 4.How do cultural ideas about beauty by the dominant society affect individual development in the black community? (**The Bluest Eye**)
5. Can trauma in childhood motivate nefarious individuals to manipulate their environment? (**Richard III**)
6. What strategies can we model that will demonstrate high expectations and responsibility for meeting PBAT deadlines?

Class Norms/Expectations & School Norms

This class will adhere to all policies in the Facing History Student Handbook, including the common grading policy, attendance, tardiness, cell phone usage, uniform, etc. As seniors, we expect that you know these rules and the consequences for breaking them already. In addition, to create an environment where everyone can be successful the three following rules are essential:

RESPECT - for yourself as a student, for your classmates, for your teachers, and for the classroom. Respecting yourself means controlling what you say or do. Respecting your classmates means using appropriate language and helping others. Respecting the teacher means listening to directions the first time and not talking during instruction. Finally, respecting the classroom means no gum, food or drinks, except water. This means that the classroom is a clean, pleasant place where you can concentrate on learning. We will have fun while remaining appropriate in our language and behavior.

PREPARATION – As seniors, you should be familiar with school structure. You must come to class every day, on time, in uniform and with the appropriate materials (binder, paper, pens). We are preparing you for college and jobs where you will be responsible for keeping track of deadlines, making up missing work, and seeking out help when you need it (see office hours above). Also, as in college, turning in assignments late or plagiarism (using someone else’s work without giving credit) will result in serious consequences.

Please COMMUNICATE before there is a problem. If something is happening in your life that is keeping you from doing your best, please talk to us after class or during lunch, or send an email and we will do our best to help you, adjust deadlines, etc. However, you must be responsible and reach out. We can’t offer help if we don’t know what’s going on.

CLASSROOM SUPPLIES

1. Loose Leaf /Composition that tears neatly
2. Pens (Blue and black ink ONLY!!)
3. Highlighters
4. Thumb drive
5. Thesaurus or dictionary
6. White out (Optinal)

FHS Grading Policy

The school-wide breakdown and minimum number of graded assignments to be entered into Skedula by the end of the cycle are as follows:

20% Classroom independence / Interdependence- Minimum of 20 graded assignments (at least 2 per week) *these can include journals, classroom participation, group work, independent work, class discussions, presentations etc.*

· 20% Homework- Minimum of 20 graded assignments (at least two graded per week)

· 30% Formative Assessments- Minimum of 5 graded assignments (at least 2 graded bi-weekly).

BOOK ABSTRACTS:

Flowers for Algernon by Daniel Keyes

Flowers for Algernon by Daniel Keyes is told in first person narrative about a man named Charlie Gordon who is mentally challenged. Charlie has been chosen as the perfect subject for an experimental surgery on his brain. Researchers hope this new and untested procedure will increase Charlie's intelligence. The procedure is risky and highly successful when tested on a Lab mouse named Algernon. The experiment appears to be a successful scientific breakthrough until Algernon suddenly deteriorates, foreshadowing a flaw in the experiment and impending doom for Charlie.

Richard III- William Shakespeare

This play takes place in England during the 1400's. It begins with the ending of the War of The Roses; a bloody 20 year war fought between two rivaling families; The Yorks (white roses) vs. The Lancasters (red rose). Both houses want power and to win the throne of England. The most famous speech is made by the play's villain and said at the very beginning of the play. The villain, who is a trusted family member, secretly plots to destroy all, while everyone is celebrating their victory and heads begin to roll.....

The Brief Wondrous life of Oscar Wao by Junot Diaz

The story takes place both in New Jersey and the Dominican Republic during the 1930's. The main idea is centered around the De La Garza Family who endures severe traumatic experiences for several generations due to the result of a generational curse called a "fuku." It is believed that the curse was placed on the family by the infamous dictator Trujillo due to disobedience from a family member of the De La Garza family in the past. Because of the grandfather's disobedience, a series of horrific

The Bluest Eye- by Toni Morrison

The Bluest Eye by Toni Morrison tells the story of a family of outcasts, called the Breedlove family. Pecola Breedlove is a young girl growing up black and poor in the early 1940s. She is repeatedly called "ugly" by nearly everyone in her life, from the mean kids at school to her own mother. This constant criticism, the relentless bullying she gets at school, and her rough family life (her parents are always fighting, both verbally and physically) lead Pecola to seek escape from her misery by fantasizing about becoming more beautiful. Pecola begins to believe that if she could just achieve

physical beauty, her life would automatically improve. This false belief turns out to be utterly destructive to Pecola, consuming her whole life and, eventually, her sanity.

12th Grade ELA Curriculum- Roslyn (Conflict and Cooperation)- Scope and Sequence

Theme: Deconstructing the *ulterior motives* of “*Societal outcasts*” by examining whether their behavior is shaped by genetics or heredity

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
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<p>\ Unit Title</p>	<p>Short Stories/ Poetry - "Chicken Soup 4 Teenage soul" 1. "Tiger's whisker" 2. "Hero in the Hood" 3. "Dana and Claudia" 4. "On Tidy Endings." by Harvey Fierstein-</p> <p>Skills: Common Writing Errors Chart _ Common errors _ Literary Elements _ Cornell Notes _ MLA Format _ Vocabulary _ Citations _ Transition words _ Footnotes _ Free writing _ Primary & secondary research</p> <p>RDG. Writing Assessment https://docs.google.com/a/facinghistoryschool.org/document/d/1NijXm1efvrM41Sethy_Wk9yDNZmzLS2AkC-SJjrTHOQ/edit?usp=sharing</p> <p>Cornel Note format (find form)</p> <p>MLA Writing format (Find form)</p>	<p>"Flowers for Algernon" By Daniel Keyes</p> <p>Theme Exploitation of new technology Genetics vs. Environmt Concept of personal happiness Mental Disorders</p> <p>Does Science have a tendency to play God in their noble attempts to cure humanity?</p> <p>Lit. Elements Irony Turning Point Genre- Science Fiction</p> <p>Skills Writing Prompts How does trauma experience in childhood affect one's maturation process? Layer A- Famous serial killers: https://docs.google.com/a/facinghistoryschool.org/document/d/1SxFGEQrs7Rf3bHW9Ma3f2HCclYfDExL3L63qOmk7UHM/edit?usp=sharing</p> <p>Diary Entries Dream Interpretation Exploring "flashbacks: Conscious & subconscious mindset Hot seat- ques-discuss https://docs.google.com/a/facinghistoryschool.org/document/d/13o</p>	<p>"Richard III" by William Shakespeare</p> <p>Themes: Family Hierarchy Isolation Language / Rhetoric Uterior motives</p> <p>Analyzing trauma and long-range affects on one's developmental behavioral within society</p> <p>Lit. Elements Verbal Irony Foreshadowing Genre- Play</p> <p>Skills: Writing Prompt- Striving for prom king/queen Making Predictions Elizabethan Language (O) Denotation connotation Oedipus complex Electra complex Guided questions Hurling Shakepearean insults</p> <p>Layer C- Family tree https://docs.google.com/document/d/1Z5adwF5wsfyMRthEI2UQ_9y-IsHY-XCbYzOg12EP6kk/edit?usp=sharing</p> <p>Layer A- Soliloquy</p>	<p>The Bluest Eye by Toni Morrison</p> <p>Themes White Stand. Of beauty Subliminal messages in the media Colorism Freedom- (negative form) Insanity</p> <p>Literary Elements Setting Characterization Genre- Fiction https://docs.google.com/document/d/1R8vDxiOOhVXyRxsNRBNFoLXdzPIK7jpewxO7ilfRk7o/edit?usp=sharing</p> <p>Skills Deconstructing sublimanials in the media: Writing Prompts Newspaper Articles- Colorism- -Rapper Young Berg and "The paper bag test" Light skin vs. dark skin</p>	<p>"The Brief Wondrous Life of Oscar Wao" By Junot Diaz</p> <p>Themes Culltural superstition Male Chauvinism Oppression / dictatorship identity</p> <p>Layer C Poor Abelard- The Invite https://docs.google.com/document/d/18BmDS_eTDFgoDXhkN_nAuaVq_13nzQpQfTdkrMtlmsU/edit?usp=sharing</p> <p>Lit. Elements Magical Realism Plot Genre- Fantasy</p> <p>Skills: Writing Prompts Karma Instructional manuals- How to be a "Playa" Rubric- Parenting Layer B- Poetry Abuse) https://docs.google.com/a/facinghistoryschool.org/document/d/1tYuTFTIEIWMBiqrXmRvhiAsgTxVWZ47SWg4A8OZoEYU/edit?usp=sharing</p> <p>Layer A- Poetry/Debate "My Papa's Waltz" https://docs.google.com/a/facinghistoryschool</p>	<p>PBATS and REGENTS</p> <p>Perfecting the Critical Lens Essay (using behaviors and ulterior motives to make our essays more profound.</p> <p>The PBAT Presentation Using creativity to engage facilitator interactions. (Powerpoint stage)</p> <p>** (see Unit 4&7)</p> <p>Rehearsing Powerpoint presentations (in class) for peer feedback</p> <p>Groupwork for Final Summative assessment</p>	
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<p>Layer B- Finding Quotes https://docs.google.com/a/facinghistoryschool.org/document/d/14UJNg95V1ntCGpg1qkYeJ1OIKi0F_Rgu-vEUs-B8g84/edit?usp=sharing</p> <p>Skills Writing Prompts 4-3-2-1 https://docs.google.com/a/facinghistoryschool.org/document/d/1f2e1FENQOMcn1eQGrMtYRoApbbnwqioRxxgWzwxK04P8/edit?usp=sharing</p> <p>Writing an abstract https://docs.google.com/a/facinghistoryschool.org/document/d/19vkZT8xXfyRct8pZxdTzUacLphSNfCdYkUPHd1clk-0/edit?usp=sharing</p> <p>Layer A- Research-Serial Killers https://docs.google.com/a/facinghistoryschool.org/document/d/1SxFGEQrs7Rf3bHW9Ma3f2HCciYfDEXL3L63qOmk7UHM/edit?usp=sharing</p> <p>Poetry corner</p>	<p>https://docs.google.com/document/d/1336FXBTxDi0WNhAsrWiSlVe4Q6Kzw9ydpvVQil1xXAg/edit?usp=sharing</p> <p>https://docs.google.com/document/d/1vT56qfwDopn0Y5GLYHZY5curp9ICiQhAgqTJ2g03oeU/edit?usp=sharing</p> <p>Finding quotes in a book https://docs.google.com/a/facinghistoryschool.org/document/d/1tOSlnjXjxbqwOddKM_ktNS8Cx-re5Q85MjyF9RrvHsg/edit?usp=sharing</p> <p>Layer B- Irony https://docs.google.com/a/facinghistoryschool.org/document/d/1u2uMMlr9CXoGsQe6Dg9j3zI7OkKicb6gBwkj_gnj_b-c/edit?usp=sharing</p> <p>Layer A- Power Point</p>	<p>https://docs.google.com/document/d/1GZ_2ACduuhgQdx9jDMSH7TJ0IkijC4rDQ1Gaxnqo_Fc/edit?usp=sharing</p> <p>Layer B- Facebook https://docs.google.com/document/d/1jiRLC_zk7oXXp9Bzhglw1cMlkhpncbBHe6mAEeDR6A/edit?usp=sharing</p> <p>Layer B- Create a timeline of Richard's victims https://docs.google.com/a/facinghistoryschool.org/document/d/1EZ8ACdVsh-f0R920dXS-gJJ9FdU9gk8uiFhEcCJoIOW/edit?usp=sharing</p> <p>Layer B Incel Movement https://docs.google.com/document/d/1Cpb9NZt4yniCE1yXu7MvJQKZwlB6SDEB5YVvYveBfiw/edit?usp=sharing</p> <p>*Examining the Oedipal Complex between Kanye West vs. to Richard and his mother, the Duchess of Gloucester.</p>	<p>Kodak Black video: Prefers "Red Bone" women</p> <p>--"Little monkey" Baby doll</p> <p>Layer C- Reading Comp https://docs.google.com/document/d/1gW_gyvNupWIIYFUlV67tY3oSGsS2G8jG1zxbIEtIHoqM/edit?usp=sharing</p> <p>Subliminals Part2 https://docs.google.com/document/d/1nwViXkqDzbP6SeWuVkzE23fsFarCiyFhNmNkFbW74Qs/eDit?usp=sharing</p> <p>Carousel/ round robin Colorism https://docs.google.com/a/facinghistoryschool.org/document/d/1_YhXAukUaZh_P6PnDROt8inS1DDZ-s0gzG5_7KMMsf0/edit?usp=sharing</p> <p>Race and Identity Media</p>	<p>.org/document/d/1kO4vQoPIKI25oKfYaW1NxNfI3Mgu-OO7raNPbTdwXz8/edit?usp=sharing</p> <p>Layer B Poetry- Phillip Larken Parental Damage https://docs.google.com/document/d/1xvmbGsZlv9Er4ZX3cYTVUyJH0hYUibf3aMUfw4izfWI/edit?usp=sharing</p> <p>The feminist Perspective https://docs.google.com/document/d/1ejDzh-qB3QuHTuQaYp3DnQ3FDoy_RGwF9wXDTMoyY/edit?usp=sharing</p> <p>Examining the theme of the Madonna-Whore Complex</p> <p>Movies- "Pan's Labyrinth" "In The Time of The Butterflies." "The Twilight Zone" Discussion and Debate: Equal rights under a dictatorship or do nothing</p> <p>Layer B Chapter 5- Post Rdg assessment https://docs.google.com/document/d/1R0QtLQ6Zt4Hr0YZUOYrUs270</p>			
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	<p>Layer B Poetry Corner - Tidy Endings</p> <p>Unit One Layer B- Writing the Abstract</p> <p>Anticipation Guide- Tidy Endings</p> <p>Writing Prompt- Diary Entries Jim and Marriane</p> <p>Theme: Homosexuality and discrimination</p> <p>Movie- "Philadelphia"</p> <p>***Analyzing ulterior motives</p>	<p>(groups of 2) Explore one of the following topics: *When does science go too far?</p> <ol style="list-style-type: none"> 1. GMA's in our food 2. Transgender/issues 3. Stem Cell Research 4. Space Travel 5. Plastic surgery <p>Layer A- Reaction Ppr (pre-rdg exercse) Research mental institutions</p> <p>Layer A- Discussion & Debate</p> <p>Wisconsin employer uses tracking devices instead of I.D. Agree or disagree?</p> <p>Making Connections: Layer B- *Cartoon Clip- Homer Simpson (Find form)</p> <p>Layer B- Rorschach test (find form)</p> <p>Fakebook Project https://docs.google.com/a/facinghistoryschool.org/document/d/1jNWT8ksPZEnECT_r1PtAC8XWErQhYq3dUI7H_hthsmw/edit?usp=sharing</p> <p>https://docs.google.com/a/facinghistoryschool.org/document/d/1Y1</p>	<p>https://docs.google.com/document/d/1EeBPx2kws5Jem3_FkEZL8SaGUyIOxtB2GD8rCgypFAk/edit?usp=sharing</p> <p>Reader's response- In class crit. Lens</p> <p>https://docs.google.com/document/d/1YSBW7K2EnSE1zR0GOyZ2_c3ffTMB2q2pELiEs42BRk/edit?usp=sharing</p> <p>Films: <i>Richard III- Pacino</i></p>	<p>https://docs.google.com/document/d/1ddovpflZ7dr2LEevUxjGUgw3YWu9qRrMrAhDRm0QTKg/e/dit?usp=sharing</p> <p>Layer B- Discussion and debate https://docs.google.com/document/d/11bZkAW3x93Tft8DyaAll3Ly7R6U7DW3EAfjNoAv137Q/edit?usp=sharing</p> <p>Layer B- Poetry https://docs.google.com/document/d/1VghBHBb9wAcMQFIAop-s_2P-NT555PNDrM_MSpuTJ7g/e/dit?usp=sharing</p> <p>Layer A-Mock Trial (Post Reading Activity) https://docs.google.com/document/d/143ptsLMK5s_XmPME8UA00fMFHZsjveHCEjZbiMFf8o/edit?usp=sharing</p> <p>Films- <i>"School Daze"</i> <i>(good & bad hair)</i> <i>"Bamboozled"</i> (racist media images) <i>Imitation of Life</i></p>	<p>DNiieRtxkpbPUPzZX9o/edit?usp=sharing</p> <p>Layer A- Final Exam</p> <p>https://docs.google.com/document/d/1XU5f5sWxNY5ZUf3_P6D92Sul4R-8KYL8J-xrTNfkRr8/edit?usp=sharing</p>		
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		C4fCt1Oxa_0MYhdUcl8CsD-ysnY85wlqp8_1Oa_g/edit?usp=sharing Films (same theme) <i>The Bad Seed</i> The Fly “Awakenings”		1. What strategies can we model that demonstrates high expectations and responsibility for meeting PBAT deadlines?			
Time	4 weeks (New)	8 weeks (New)	6 weeks (New)	2 weeks (New)	8 weeks (New)	4 weeks	
Essential Questions	1. How can we choose to participate by communicating our ideas effectively? 2. Which shapes our identity, Nature vs nurtur FHS-Theme: Choosing to Participate Making Decisions	2. Can an altruistic society become inhumane in their attempts to become scientifically advanced? FHS Themes: Caring and Responsibility Making Decisions	3.. Can past traumatic experiences motivate nefarious individuals to manipulate their environment? FHS Themes: Identity Making Decisions	4. How do you define the term “perfection” in contrast to how it is portrayed in our pop culture media? FHS Themes: The American beauty myth Identity	5. FHS Themes Identity Making Decisions Choosing to Participate	1 (SEE UNITS 4 and 7) m.mm.	
Texts	Short Stories Poems	<i>Flowers for Algernon</i> by Daniel Keyes	<i>Richard III-</i> by William Shakespeare	The Bluest Eye by Toni Morrison	<i>“The Brief Wondrous Life of Oscar Wao</i> by Junot Diaz	-Film and play	
Common Summative Assessments	-B Layer: poem or story with same theme skill assessment A Layer:	<u>Essay:</u> A. Layer- Does science have a tendency to play God in their noble attempts to cure humanity? (stem cell, Gmo) B LAYER- Reading Comprehension	B Layer- Newspaper (6 pages) Microsoft Publ. A.Layer: Is Buckingham a sycophant or a loyal friend?	-Written draft -Completed PBAT - Powerpoints, Prezi	Argument Essay exam- Layer B- Family Tree and Slides 175- 178 Fuku timeline rubric Time Line Rubric Layer B Timeline Fuku timeline and family tree	B Layer: Formative assessments Layer B Layer-Poetry	

	<p>Research and write a Persuasive argument regarding :</p> <p>Gay Marriage Transgender bathroom Issue <u>Discussion and debate</u></p>	<p>FFA- Synthesizing and Writing</p> <p>B. Layer- Parent’s role in chld development Psych 101- mental disorders</p> <p>FFA- Character Analysis ProtocolB Layer-</p> <p>Layer B- 4-3-2-1 Reading https://docs.google.com/a/facinghistoryschool.org/document/d/1f2e1FENQOMcn1eQGrMtYRoApbbnwqioRgxWzwxK04P8/edit?usp=sharing</p> <p>A Layer - A Layer symposium</p> <p>B- Layer- Film and text comparisom Layer A- Book critique Layers A+B- Book Critique/ Guided Ques</p>	<p>Essay- Sycophant/Buckingham Intro Performing a Soliloquy Layer B- Richard III- Layer B- Richard III- Soliloquy</p> <p>B Layer- Richard III- Campaign poster Project</p> <p>B layer- Bullying and the phsically handicapped and debate/ powerPoint</p> <p>Layer B-Creaing a Newspaper of events from the play (microsoft publisher)</p> <p>C Layer- Layer C- Richard III- Obituary Heraldic SheildsLayer</p> <p>Layer B- Elizabethan dictionary (25 words))</p>		<p>Making a High School Manual- Belicia</p> <p>1.”Baby Egg Experiment- Layer A</p> <p>Baby experiment - Layers A and B Layer BFuku- Time Line and family Tree</p> <p>Layer A- Oscar Wao /Research D. R.</p> <p>Layer A- Hot Seat Question and Discussion role play oscar wao</p> <p>2. B Layer- Powerpoint on theme of your choice TBD by teacher</p> <p>3B. Student Created Test-Ques & Discuss</p>		
FH Connections	Identity Making Decisions	Identity Choosing to participate Making Decisions Caring and responsibility	Identity Making Decisions	Caring And Responsibility Making Decisions	-Identity - Choosing to participate Making Decisions	Caring and Responsibility Making decisions Choosing to participate	
Other possible assignments	<p>“The Bad Seed”- film -interpreting ulterior motives of a child sociopath - Mental diorders</p>	<p>-history retardation mental disorders. Frankenstein (film) The Fly (film) -C Layer booklet</p>	<p>-C Layer booklet -Daily reading log Group Reading/ Response - Creating a newspaper</p>	<p>-C Layer Booklet -Daily Reading log -Split and read in 2 rooms</p>	<p>-Clips on: Punishments for political disobedience</p>	<p>-Acting -Translating/ Interpreting (C Layer)</p>	

	-group work protocols	A Layer- Psychological Symposium	(microsoft publisher) Campaign posters for Richard Movie, "Richard II"1				
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Teacher(s): Roslyn Course Title: Department: Conflict and Cooperation

Semester and Year: 2016- 2017

Course Essential Questions: Deconstructing ulterior motives of Social outcasts through the lens of the “nature vs. nurture” argument.

Unit Name and Essential Question	Objectives for Unit	CCLS	Resources	Major Assessment(s) or Exhibition
<p>UNIT 1- Writing Workshop</p> <p>Essential Question- How can we choose to participate by communicating our ideas effectively?</p>	<p>I can learn about Common essay writing errors</p> <ul style="list-style-type: none"> - I can learn about the Cornell Note system I can learn how to Annotate a text effectively. - I can learn sophisticated vernacular Vocabulary - I can make inferences about themes and events in a text - I can use annotations as text evidence - I can write parenthetical citations I can incorporate footnotes in my writing. I can learn how to use topic sentences in a paragraph I can relearn the TIDE and TRUE method of writing I can participate in discussion circles - I can generate a central idea (thesis) I can learn how to ask critical thinking questions. -I can learn strategies on how to formulate a thesis - I can review literary elements I can begin writing my essays in HITT, TIED, TRUE - I can develop structure and content in my body paragraphs - I can develop thesis Statements - I can learn about point of view 	<p>CCSS.ELA-LITERACY. WHST.11-12.10</p> <p>CCSS.ELA-LITERACY. WHST.11-12.4</p> <p>CCSS.ELA-LITERACY. WHST.11-12.2.D</p> <p>CCSS.ELA-LITERACY. RL.11-12.1</p> <p>CCSS.ELA-LITERACY. RL.11-12.2</p> <p>CCSS.ELA-LITERACY. RL.11-12.10</p> <p>CCSS.ELA-LITERACY. RL.11-12.5</p>	<p>Common Errors Chart (frame of reference)</p> <p>Poetry</p> <p>Short Stories(Chicken Soup for The Teenage Soul)</p> <ol style="list-style-type: none"> 1. “Hero in The Hood” 2. “Donna and Claudia” 3. “Tiger’s whiskers” <p>“On Tidy Endings” by Harvey Fierstein.</p> <p>Theme- Homosexuality and discrimination</p> <p>Movie- “Philadelphia”</p> <p>Current Events (text to world)Articles</p> <p>Real world issues in television- Text to self</p> <p>Carousel</p> <p>Parking Lot</p>	<p>What are Common Errors that writers often make?</p> <p>How to take Cornell Notes effectively</p> <p>Free writing</p> <p>Notebook checks (Periodically)</p> <p>Reader’s Response- Text</p> <p>Formative assessments on common Errors</p> <p>Text Annotation</p> <p>Parking Lot</p> <p>Literary Response using post-it notes</p> <p>Guided Questions- Movie</p> <p>Group work</p> <p>Asking Questions Effectively</p> <p>discussion and debates</p>
<p>UNIT 2 - Flowers for Algernon by Daniel Keyes</p> <p>Essential Question- Can an altruistic society become inhumane in their attempts to become scientifically advanced?</p>	<ul style="list-style-type: none"> -I can learn how to deconstruct information from a text -I can learn how POV helps to enhance a storie’s plot -I can learn how a Rorschach test is used -I can learn all about the various types of mental disorders -I can learn about the plight of the mentally challenged both past and present - I can learn about the Madonna whore complex 	<p>RL</p> <p>1,2,4,6,9</p> <p>RI</p> <p>1,2,3,4,7,10</p> <p>W1, 2,4,5,6, 7, 8, 9, 10</p> <p>SL 1,</p> <p>2,3,4,5,6</p>	<p>“The Bad Seed”- film (observing sociopathic behavior)</p> <p>Film clip on “the Iceman”</p> <p>Flowers for Algernon- film</p> <p>Rorschach Test</p> <p>Discussion and debate on environment versus heredity</p> <p>-interpreting ulterior motives</p> <p>- Mental disorders</p>	<p>Film clips on real- life sociopaths</p> <p>Characterization Charts</p> <p>Applying a mental disorder to a specific character</p> <p>Summative - Mental disorders</p> <p>Round Robins</p> <p>Parking Lot</p> <p>Layer A- Psychological Symposium</p> <p>Layer A- A- 5 paragraph essay</p> <p>Layer- Are we a product of our genetics or of our environment?</p> <p>Layer B- Compare event in text to a real life science event.</p>

	<p>-I can explore the mother-son relationship through the “Oedipus complex” occur in some mother-son relationships I can learn about how one’s psycho-sexual experiences affect their identity</p>	<p>L 1,2,3,4,5,6</p>	<p>-group work protocols -excerpt from Dr. Jekyll and Mr. Hyde -Oedipus Rex- Excerpt</p>	<p>Discussion and Debate on: GMO’s Transexual issues Stem cell Research Layer C-Compile a diary entry from the perspective from a character from the text. Write up a character profile of your favorite charcter in the book</p>
<p>Unit 3 - The Brief Wondrous Life of Oscar Wao Essential Question -Do people of color once empowered to make a cultural change often the victims of a pyrric victory?</p>	<p>-I can learn the purpose of a memoir I can learn how to write my own memoir. -I can become better at Structuring an essay -I can find and use evidence in a Text - I can interpret a thesis - I can create a thesis, using critical thinking skills. -I can utilize important details to enhance what i write in an essay - I can include imagery in an essay; Show don’t tell -I can analyze themes from the text. - I can compare Film’s theme of magical realism -”Pan’s Labyrinth to the text</p>	<p>CCSS.ELA-LITERACY. WHST.11-12 .1.A CCSS.ELA-LITERACY. WHST.11-12 .1.B CCSS.ELA-LITERACY. WHST.11-12 .1.E CCSS.ELA-LITERACY. WHST.11-12 .4</p>	<p>Poetry from Latin American artists Collaboration with Maryurin on “good and Bad hair” Ted talk on Parenting Skills Film “In The Time of The Butterflies” Collaboration with art department (differentiation)</p>	<ul style="list-style-type: none"> ● Diary entry as a character from the text ● Expose on President Trujillo ● The “ Baby Egg Experiment.” ● Student pairs parent a baby egg for 1 week. Keep journals ● Formative assessment ● Summative assessment ● Checks for understanding ● Parking Lot ● Carousel ● Interview Parents about their immigrant experiences
<p>UNIT 4 - Regents Prep Essential question- What strategies can we model, demonstrating high expectations and responsibility for meeting deadlines?</p>	<p>- I can become adept at analyzing the author’s writing style -I can interpret the plot using higher level thinking strategies and questions -I can analyzing conflict and ulterior motives of a character. - I can demonstrate knowledge of a text through role play and stage directions -I can create exciting post reading projects using evidence to support an argument</p>	<p>CCSS.ELA-LITERACY. WHST.11-12 .10 CCSS.ELA-LITERACY. WHST.11-12 .4 CCSS.ELA-LITERACY. WHST.11-12 .2.D CCSS.ELA-LITERACY. RL.11-12.1 CCSS.ELA-LITERACY. RL.11-12.2 CCSS.ELA-LITERACY. RL.11-12.10 CCSS.ELA-LITERACY. RL.11-12.5</p>	<p>Timed writing Quote interpretation review first 5 steps to the critical lens Review using old Regent test booklets Learning how to use Prezi, google or Powtoon</p>	

<p>UNIT 5- Richard III- Shakespeare Essential Question- What traumatic events would lead a person to manipulate their environment?</p>	<p>I can -I can comprehend the relevance of connotation and denotation in drama -I can learn how rhetorical devices are used in Shakespeare - I can learn about Elizabethan Language I can develop a counter argument about a theme in a text -I can analyze character traits (ulterior motives) in a text. -I can learn the essential elements of a soliloquy - I can use textual evidence to support my observations. -- I can create Campaign posters for Richard III -I can create a newspaper -I can Identify symbolism and how it is used in a text. I can memorize and perform a Shakespearean Soliloquy-I can comprehend the relevance of connotation and denotation in drama -I can learn how rhetorical devices are used in Shakespeare - I can learn about Shakespearean -I can analyze character traits (ulterior motives) in a text.</p>	<p>RL 1,2,4,6,9 RI 1,2,3,4,7,10 W1, 2,4,5,6, 7, 8, 9, 10 SL 1, 2,3,4,5,6 L 1,2,3,4,5,6</p>	<p>film clips-Richard III The seduction scene The Hot seat</p>	<p>Layer C- Create Campaign posters Heraldic symbols Layer B -I can create a newspaper(microsoft publ.) Facebook Layer A- Perform a Shakespearean Soliloquy denotation in drama</p>
