

Conflict and Cooperation



12th Grade English

Facing History School English Department

2017-2018 – Fall/ Spring Semester

Instructor: Roslyn Claxton

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Tutoring: After-School or by appointment

Course Overview

Unit One Layer B- writing the Abstract This class entitled, Conflict and Cooperation is a 12th grade literature course which focuses on: advanced reading and writing methods, The study of mental disorders to deconstruct characterization, Socratic Seminars, dramatic role-play and making text-to-world connections to engage students. These educational strategies are also designed to prepare students academically for state standardized tests while developing their critical thinking skills. In order to perform these tasks effectively, students will become amateur psychologists by analyzing ulterior motives of characters both in the real world as well as in a text. All of the above skills are framed around essential questions, layered curriculum and designed to heighten student discussion and inquiry skills.

Facing History Essential Questions that will be explored throughout the year Include:

1. How can we choose to participate by communicating our ideas effectively?
2. Can an altruistic society become inhumane in their attempts to become scientifically advanced?
3. Can past traumatic experiences motivate nefarious individuals to manipulate their environment?
4. 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 and 7	Unit 5	Unit 6
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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>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>Layer B- Finding Quotes https://docs.google.com/a/facinghistoryschool.org/document/d/14UJNg95V1ntCGpg1qkYeJ1OIkiOf_Rgu-vEUs-B8g84/edit?usp=sharing</p> <p>Skills Writing Prompts 4-3-2-1 https://docs.google.com/a/facinghistoryschool.org/document/d/1f2e1FENQOMcn1eQGrMtYRoApbbnwqioRgxWzwxK04P8/edit?usp=sharing</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? 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/1SxFGEQrs7Rf3bHW9Maz3f2HCclYfDExL3L63qOmk7UHM/edit?usp=sharing</p> <p>Diary Entries Dream Inerpretation Exploring “flashbacks: Conscious & subconscious mindset Hot seat- ques-discuss https://docs.google.com/a/facinghistoryschool.org/document/d/1GZ_2</p>	<p>“Richard III” by William Shakespeare</p> <p>Themes; Family Hierarchy Isolation Language / Rhetoric Ulterior 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-XCbYzOg12EP6k/edit?usp=sharing</p> <p>Layer A- Soliloquy https://docs.google.com/document/d/1GZ_2</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</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>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_gyvNupWIYFUIV67tY3oS</p>	<p>“The Brief Wondrous Life of Oscar Wao” By Junot Diaz</p> <p>Themes Culltural superstition Male Chauvinism Oppression / dictatorshipl identity</p> <p>Lit. Elements Magical Realism Plot Genre- Fantasy</p> <p>Skills: Writing Prompts Karma Instructional manuals- How to be a “Playa” Rubric- Parenting Poetry https://docs.google.com/a/facinghistoryschool.org/document/d/1tYuTFTIElWMBiqrXmRvhiAsgTxVWZ47SWg4A8OZoEYU/edit?usp=sharing</p> <p>Layer A- Poetry/Debate https://docs.google.com/a/facinghistoryschool.org/document/d/1kO4vQoPlKI25oKfYaW1NxNfI3Mgu-OO7raNPbTdwXz8/edit?usp=sharing</p>	<p><u>PBATS and REGENTS</u></p> <p>Perfecting the Critical Lens Essay <i>(using behaviors and ulterior motives to make our essays more profound.</i></p> <p>The PBAT Presentation Using creativity t o 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>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 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 Theme: Homosexuality and discrimination</p> <p>Movie- "Philadelphia"</p> <p>***Analyzing ulterior motives</p>	<p>ol.org/document/d/13ojx9l13NPfQLscjXdsAxC-xDnREu9lIEE6UsitKgRc/edit?usp=sharing</p> <p>Layer B- Irony https://docs.google.com/a/facinghistoryschool.org/document/d/1u2uMMIr9CXoGsQe6Dg9j3zI7OkKicb6gBwkJ_gnjb-c/edit?usp=sharing</p> <p>Layer A- Power Point (groups of 2) Explore one of the following topics: *When does science go too far? 1. GMA's in our food 2. Transgender/issues 3. Stem Cell Research 4. Space Travel 5. Plastic surgery</p> <p>Layer A- ReactionPpr (pre-rdg exercise)</p> <p>Layer A- Discussion & Debate 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>ACduuhgQdx9jDMSH7TJ0lkijC4rDQ1Gaxnqo_Fc/edit?usp=sharing</p> <p>Layer B- Facebook https://docs.google.com/document/d/1jiRLC_zk7oXXp9Bzhglw1cMlkhpcnbBHe6mAEeDR6A/edit?usp=sharing</p> <p>Layer B- Create a timeline of Richard's victims https://docs.google.com/a/facinghistoryschool.org/document/d/1EZ8ACdVsh-f0R92OdXS-gJJ9FdU9gK8uiFhEcCJoIOW/edit?usp=sharing</p> <p>*Examining the Oedipal Complex between Kanye West vs. to Richard and his mother, the Duchess of Gloucester.</p> <p>https://docs.google.com/document/d/1EeBPx2kws5Jem3_FkEzL8SaGUyI0xtB2GD8rCgypFAk/edit?usp=sharing</p>	<p>GsS2G8jG1zxbEtIHoqM/edit?usp=sharing</p> <p>Subliminals Part2 https://docs.google.com/document/d/1nwViXkqDzbP6SewuVgzE23fsFarCiyFhhmNkFbW74Qs/edit?usp=sharing</p> <p>Carousel/ round robin Colorism https://docs.google.com/a/facinghistoryschool.org/document/d/1_YhXAukUaZh_P6PnDROt8jnS1DDZ-s0gzG5_7KMM Sf0/edit?usp=sharing</p> <p>Race and Identity Media https://docs.google.com/document/d/1ddovpflZ7dr2LEevUxjGUgw3YWu9qRrMrAhDRm0QTKg/edit?usp=sharing</p> <p>Layer B- Discussion and debate https://docs.google.com/document/d/11bZkAW3x93Tft8DyaAll3Ly7R6U7DW3EAfjNoAv137Q/edit?usp=sharing</p> <p>Layer B- Poetry</p>	<p>Poetry- Phillip Larken Parental Damage https://docs.google.com/document/d/1xvmbGsZlv9Er4ZX3cYTVUyJH0hYUibf3aMUfw4izfWI/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"</p> <p>Discussion and Debate: Equal rights under a dictatorship or do nothing</p> <p>Chapter 5- Post Rdg assessment https://docs.google.com/document/d/1R0QtLO6Zt4Hr0YZUOYrUs270DNiieRtxkpbPUPzZX9o/edit?usp=sharing</p>	
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Time	4 weeks (New)	8 weeks (New)	6 weeks (New)	2 weeks (New)	8 weeks (New)	4 weeks
Essential Questions	<p>1. How can we choose to participate by communicating our ideas effectively?</p> <p>2. Which shapes our identity, Nature vs nurtur</p> <p>FHS-Theme: Choosing to Participate Making Decisions</p>	<p>1. Can an altruistic society become inhumane in their attempts to become scientifically advanced?</p> <p>FHS Themes: Caring and Responsibility Making Decisions</p>	<p>1. Can past traumatic experiences motivate nefarious individuals to manipulate their environment?</p> <p>FHS Themes: Identity Making Decisions</p>	<p>1. What strategies can we model demonstrating high expectations and responsibility for meeting PBAT deadlines?</p> <p>FHS Themes: Caring and responsibility Making Decisions</p>	<p>1. Do People of color who are empowered to assimilate often victims of a pyrrich victory?</p> <p>FHS Themes Identity Making Decisions Choosing to Participate</p>	<p>1 (SEE UNITS 4 and 7)</p>

<p>Skills/ ELA Content (I Can Statements)</p>	<ul style="list-style-type: none"> - I can learn about Common essay writing errors - I can learn about the Cornell Note Method I can make text Annotations to aid in reading comprehension - I can learn better Vocabulary words. I can create footnotes, using new vocabulary words - I can make inferences about ulterior motives in a text - I can use annotations as text evidence I can learn about topic sentences. I can include transition words in an essay. I can participate in discussion circles - I can generate a central idea (thesis) -I can learn strategies on how to formulate a thesis - I can review literary elements - I can develop questions as a reading strategy --I can write a Literary Response I can demonstrate what i have learned through Formative Assessments: Daily Quizzes/ Vocab Debates Carousel Movie- Guided Questions 	<ul style="list-style-type: none"> -I can discuss political correctness in regards to the menally challenged. - I can begin learning “high-level” strategies to ask better questions. - I can learn what a Roschat test is used for - I can learn about mental disorders. -I can watch a clip Of “The Iceman” or Wayne Gacy to better understand how sociopaths behave - I can revisit a shortstory and analyze character behavior - I can create a characterization chart - 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 - I can find symbolism in literature - I can develop how to Interpret what I read. - I can use critical thinking to Analyze a text. - I can develop skills on reading aloud - I can provide textual evidence in an essay 	<ul style="list-style-type: none"> -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 Language -I can learn all about the genre of drama I can develop a counter argument about a theme in a text -I can analyze character traits (ulterior motives) in a text. I can make text-to text comparisons of characters -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 	<ul style="list-style-type: none"> -Structuring essay -Group presentation -Reflection on learning 	<ul style="list-style-type: none"> -I can learn the purpose of a memoir I can learn how to write my own memoir. -I can debunk cultural stereotypes of Dominicans -I can make text-text comparisons on bullying. I can examine Dominicans and their religious practices. - I can create a rubric on Parenting (Belicia) Persuasive Argument (Groups of 2) “Good hair vs. Bad Hair” Song interpretation, poetry essay I can use footnotes in an essay. -I can find and use evidence in a Text - I can interpret 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 - I can write a critical lens essay comparing a film to a text _ I can participate in a Socratic seminar The Hypersexualization of females in the text. Or 	<ul style="list-style-type: none"> -I can demonstrate my level of understanding of Shakespearean language. - 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 -I can utilize the knowledge learned to pass the regents exam. -I can review all writing strategies to pass the PBAT
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		-I can interpret science themes in Frankenstein (Film) - I can compare themes in The Fly			Machismo and the and the Heteronormative in D.R.	
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: Research and write a Persuasive argument regarding : Gay Marriage Transgender bathroom Issue <u>Discussion and debate</u>	<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 FFA- Synthesizing and Writing B. Layer- Parent's role in child development Psych 101- mental disorders <u>FFA- Character Analysis Protocol</u> B Layer- Layer B- 4-3-2-1 Reading https://docs.google.com/a/facinghistoryschool.org/document/d/1f2e1FENQOMcn1eQGmTYRoApbbnwqioRxcgWzwxK04P8/edit?usp=sharing A Layer - <u>A Layer symposium</u> B- Layer- Film and text comparison Layer A- Book critique	B Layer- Newspaper (6 pages) Microsoft Publ. A.Layer: Is Buckingham a sycophant or a loyal friend? <u>Essay- Sycophant/Buckingham -Intro</u> Performing a Soliloquy Layer B- Richard III- Layer B- Richard III- Soliloquy B Layer- Richard III- Campaign poster Project B layer- Bullying and the physically handicapped and debate/ powerPoint Creating a Newspaper of events from the play C Layer- <u>Layer C- Richard III- Obituary</u> Heraldic Shields Layer A Dictionary (10 words)	-Written draft -Completed PBAT - Powerpoints, Prezi	Argument Essay exam- Layer B- Family Tree and Slides 175- 178 Fuku timeline rubric <u>Time Line Rubric Layer B TimelineFuku timeline and family tree Making a High School Manual- Belicia</u> 1." <u>Baby Egg Experiment- Layer A</u> <u>Baby experiment - Layers A and B</u> Layer BFuku- Time Line and family Tree <u>Layer A- Oscar Wao /Research D. R.</u> <u>Question and Discussion role play oscar wao</u> 2. B Layer- Powerpoint on theme of your choice TBD by teacher <u>3B. Student Created Test-Ques & Discuss</u>	B Layer: Formative assessments Layer B Layer-Poetry

		Layers A+B- Book Critique/ Guided Ques				
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	“The Bad Seed”- film -interpreting ulterior motives of a child sociopath - Mental disorders -group work protocols	-history retardation mental disorders. Frankenstein (film) The Fly (film) -C Layer booklet A Layer- Psychological Symposium	-C Layer booklet -Daily reading log Group Reading/ Response - Creating a newspaper (microsoft publisher) Campaign posters for Richard Movie , “Richard II”I	-C Layer Booklet -Daily Reading log -Split and read in 2 rooms	-Clips on: Punishments for political disobedience	-Acting -Translating/ Interpreting (C Layer)



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	Objectives for Unit	CCLS	Resources	Major Assessment(s) or Exhibition
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Essential Question				
<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 -I can explore the mother-son relationship through the “Oedipus 	<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, 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>-group work protocols</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>Discussion and Debate on:</p>

	<p>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>-excerpt from Dr. Jekyll and Mr. Hyde -Oedipus Rex- Excerpt</p>	<p>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.</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.11-12.5 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>
