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| 2016-2017 Scope and Sequence | |
| School for Excellence | Course: English Language Arts Teacher(s): Mr. Zahir |
| 2016 | September – November (Unit 1: Social Institutions and Accepted Conventions) |
| Essential Questions: | <ul style="list-style-type: none"> • How do social institutions (re)define and reinforce accepted conventions? • How do social institutions and accepted conventions (re)shaped and reinforce class and gender norms? • How have accepted gender norms helped or hurt society? • How do accepted conventions reinforce or become social constructs? • Is a social construct inherently harmful, either to individuals or society? |
| Focus/Unit: | <ul style="list-style-type: none"> • To determine the central idea • To examine the figurative, connotative, and/or technical meanings that can be extrapolated from words and phrases • To identify a theme through writing an objective summary • To analyze an author’s claim and purpose • To analyze a writer’s choices in relation to text structure, figurative meaning, and tone • To support inferences about theme • To analyze different genres, principally the novella and informational texts, including essays and articles • To examine how ideas can advance a purpose and perspective • To analyze a writer’s choice in pacing, word choice, tone, and mood supporting inferences about theme and citing evidence used to make inferences • To apply language conventions in writing |
| Content | <p>Literary Text Anchor Text: <i>The Kreutzer Sonata</i> by Leo Tolstoy</p> <p>Informational Texts</p> <ul style="list-style-type: none"> • Essay: “What Is Social Construction?” by Paul A. Boghossian |

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| | <ul style="list-style-type: none"> • Article: “Formation of Unconventional Gender Roles in Social Classes” by Anam Saeed |
| Common Core Standards/Skills: | <ul style="list-style-type: none"> • Close Reading: citing evidence and supporting inferences; comparing tone; examining how ideas can advance purpose and perspective; understanding author’s choices for pacing, word choice, tone, and mood (RL 1, 2, 3, 4, 5, 6; RI 1, 2, 3, 4, 6, 8, 9; SL 1e, 4; L 3, 4a, 4b, 5b) • Response Writing: responding through comparison, analysis, argument, and a letter (W 1a–e, 2, 2b, 2e, 6, 7, 8, 9) • Writing, Listening, and Speaking: understanding process, giving a presentation, participating in collaborative discussions, developing an oral narrative (W 1, 2, 3a, 3b, 3e, 9; SL 1a, 4, 5, 6) • Conventions: understanding formal versus informal tone, noun clauses, and colloquialisms (RL 4; L 1b, 3) • Performance Assessment: developing an analytical essay and presenting a speech (W 2, 9; SL 4, 5, 6) |
| Ongoing Formative Assessments: | <ul style="list-style-type: none"> • Entrance Tickets • Exit Tickets • Reader’s Journal • Socratic Dialogues |
| Summative Assessment: | <ul style="list-style-type: none"> • Students will prepare and present a speech that synthesizes ideas about how social institutions lead accepted conventions that might or might not harm us. • Students will write an analytical essay using textual support to explore how a writer uses specific literary elements, techniques, or rhetorical devices to convey a central idea. |
| Skills Necessary for Performance Tasks: | <ul style="list-style-type: none"> • Close Reading • Critical Reading, Writing, and Thinking • Literary Criticism • The Writer’s Process • Understanding and analyzing literary elements, literary techniques, and rhetorical devices • Collective Inquiry (based on the Socratic method) • “Habits of the Mind” |
| What specific literacy strategies will be used? | <ul style="list-style-type: none"> • Annotation • “7 Habits of a Good Reader” • Double-entry journals |

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| | <ul style="list-style-type: none"> • Literary Analysis • Reader’s Response (handout) • SOAPStone Reading Strategy (handout) |
| What examples of art will be used? | <ul style="list-style-type: none"> • “Queen Victoria and Prince Albert with Five of Their Children” by Franz Xaver Winterhalter • “Rosie the Riveter” by Normal Rockwell • “We Can Do It!” (a poster/ad campaign designed by J. Howard Miller) |
| Technology (to be incorporated) | <ul style="list-style-type: none"> • Promethean Active Inspire Board • PowerPoint Presentations |
| 2016 | November – January (Unit 2: Alienation and Dehumanization as Symptoms of Life in a Modern World) |
| Essential Questions: | <ul style="list-style-type: none"> • Why do people sometimes feel at odds with their own family? • What are the qualities that make someone “human”? Can a non-human be human? Can a human be inhumane? What does it mean to be inhumane? • What do people need to be happy? Does modern life support those needs, or work against them? • What makes humans feel powerless? • How does power affect people? When power is misused, does it have a dehumanizing effect on people? • Why might a person alienate themselves or feel alienated? Does modern life contribute to and exasperate this feeling? • What does insect society teach us about ourselves? How have we become like an insect society? |
| Focus/Unit: | <ul style="list-style-type: none"> • To cite textual evidence to support inferences • To analyze representation in different mediums • To use cause-and-effect to make connections • To analyze language and make inferences about theme (in poetry and non-fiction) • To analyze how ideas develop in different mediums (e.g., fiction, non-fiction, film) • To analyze multiple genres (fiction and nonfiction) • To apply language conventions in writing |
| Content | Literary Texts <ul style="list-style-type: none"> • Anchor Text: <i>The Metamorphosis</i> by Franz Kafka • Poem: “A Modern Meditation on the Metamorphosis” by chryssalis (from <i>Deviant Art</i>) |

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| | <ul style="list-style-type: none"> • Poem: “The Metamorphosis of Franz Kafka” by Ric S. Bastasa <p>Informational Texts</p> <ul style="list-style-type: none"> • Article: “Spirituality and the Dehumanizing Trend of Modern Life” by Benjamin Riggs • Article: “Thoughts on Battling Dehumanization and Alienation...” by Mike Michelsen • Article: “Your Job Is Pointless” by Kit Cales • Essay: “Character Analysis of Gregor in <i>The Metamorphosis</i> by Franz Kafka” by Nicole Smith • Essay: “Analysis of <i>The Metamorphosis</i> by Franz Kafka” by Assem A. Hendawi • Essay: “Scale Models? What Insect Societies Teach Us About Ourselves” by James T. Costa <p>Optional</p> <ul style="list-style-type: none"> • Film: <i>Antz</i> (1998, directed Eric Darnell and Tim Johnson) • Letter: “Letter to My Father” by Franz Kafka |
| <p>Common Core Standards/Skills:</p> | <ul style="list-style-type: none"> • Close Reading: analyzing representations in different mediums, analyzing language and making inferences about theme, citing text evidence to support inferences, making connections between ideas and events, analyzing idea development in a documentary (RL 1, 2, 3, 4, 5, 6, 7, 9; RI 1, 2, 3, 4, 5; W 1, 2; L 4a–d, 5a) • Response Writing: responding through analysis, argument, and reflection (W 1, 2, 2a, 2c, 2d, 4; SL 1, 1a, 4, 5; L 1) • Writing, Listening, and Speaking: conducting research, evaluating sources, comparing, participating in collaborative discussions, participating in a panel discussion (RL 7; RI 5; W 1a–e, 2d, 4, 9a–b; SL 1a–d, 3, 4, 5, 6) • Conventions: understanding prepositional, adjectival, and adverbial phrases; transitional words and phrases; and noun and verb phrases (W 2c, 4; SL 1; L 1b) • Performance Assessment: developing an argument and participating in a panel discussion (W 1a–e, 9a–b; SL 1a–d, 3, 6) |
| <p>Ongoing Formative Assessments:</p> | <ul style="list-style-type: none"> • Entrance Tickets • Exit Tickets • Reader’s Journal • Socratic Dialogues |

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| Summative Assessment: | <ul style="list-style-type: none"> • Students will prepare and participate in a panel discussion on what people need to be happy and whether modern society supports those needs or works against them. • Students will write an argumentative essay on whether we have become like an insect society. |
| Skills Necessary for Performance Tasks: | <ul style="list-style-type: none"> • Close Reading • Critical Reading, Writing, and Thinking • Literary Criticism • The Writer’s Process • Understanding and analyzing literary elements, literary techniques, and rhetorical devices • Collective Inquiry (based on the Socratic method) • “Habits of the Mind” |
| What specific literacy strategies will be used? | <ul style="list-style-type: none"> • Annotation • “7 Habits of a Good Reader” • Double-entry journals • Character Analysis • Reader’s Response (handout) • SOAPStone Reading Strategy (handout) |
| What examples of art will be used? | <ul style="list-style-type: none"> • “The Metamorphosis” by chryssalis (from <i>Deviant Art</i>) • “The Metamorphosis” by Jezabel |
| Technology (to be incorporated) | <ul style="list-style-type: none"> • Promethean Active Inspire Board • PowerPoint Presentations |
| 2016 | January – March (Unit 3: The Individual and Society: Social Norms, Conformity, and Rebellion) |
| Essential Questions: | <ul style="list-style-type: none"> • Is it necessary to have and/or sustain a societal value system? Why or why not? • What happens to society if we do not establish or maintain an accepted value system? • Is our essence predetermined or is it shaped by individual experience and the choices we make? • Is it essential to look to social constructs for meaning? Why or why not? • Is it heroic to be a stranger in society? Why or why not? • Is it obligatory and/or natural for individuals to feel responsibility toward others? What does it mean if they do not? Who or what are they when they do not? |

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| | <ul style="list-style-type: none"> • What makes a person/character “human”? • Is conformity a learned behavior? What about rebellion? |
| Focus/Unit: | <ul style="list-style-type: none"> • To analyze argument in a seminal document • To analyze evidence and ideas in a functional document • To analyze argument and rhetoric • To compare different perspectives and interpretations • To analyze interactions between character and theme • To analyze how a shift in tone contributes to theme • To analyze representations in different mediums • To analyze multiple genres (fiction and nonfiction) • To apply language conventions in writing |
| Content | <p>Literary Texts</p> <ul style="list-style-type: none"> • Anchor Text: <i>The Stranger</i> by Albert Camus • Poem: “A Man Said to the Universe” by Stephen Crane <p>Informational Texts</p> <ul style="list-style-type: none"> • Essays: Selected essays from <i>Modern Critical Interpretations: Albert Camus’s The Stranger</i> (edited by Harold Bloom) • Essay: “The Stranger” by Simon Lea • Essay: “Criticism: Albert Camus’s <i>The Stranger</i>” by Patrick J. Moser • Article: “Absurdity and the Meaning of Life” by Matthew P. Kundert • Article: “Why Life is Absurd” by Rivka Weinberg <p>Optional</p> <ul style="list-style-type: none"> • Speech: <i>Existentialism is Humanism</i> by Jean-Paul Sartre • Interview: An interview with Woody Allen (on life’s meaninglessness) • Essay: “The Myth of Sisyphus” by Albert Camus • Essay: “The Absurd” by Thomas Nagel |

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| Common Core Standards/Skills: | <ul style="list-style-type: none"> ● Close Reading: analyzing rhetoric, analyzing interactions between characters and theme, making and supporting inferences (RL 1, 2, 3, 4, 5, 6, 7, 9, 11; RI 1, 2, 3, 4, 5, 6, 7, 8; W 2, 9a; SL 1, 1a, 2, 4, 5; L 3, 4, 4a–d, 5, 5a–b, 6) ● Response Writing: responding through argument, analysis, and narrative (RL 3, 4, 5, 9; RI 1, 3, 8; W 1, 2, 3, 3a, 3f, 4; SL 4) ● Writing, Listening, and Speaking: developing an argument, writing a narrative, producing and publishing with technology, participating in collaborative discussions, participating in a poetry reading, engaging in a debate (RL 4, 9; RI 1, 3; W 1, 4; SL 1a–e, 2, 4, 5, 6) ● Conventions: understanding rhetorical questions, inverted sentence structure, and absolute phrases (L 1b, 3) ● Performance Assessment: developing an analytical essay (W 2a–f, W 9a–b) |
| Ongoing Formative Assessments: | <ul style="list-style-type: none"> ● Entrance Tickets ● Exit Tickets ● Reader’s Response Journal ● Socratic Dialogues |
| Summative Assessment: | <ul style="list-style-type: none"> ● Students will write an analytical essay with a clear controlling idea about Meursault’s character as tragic hero for modern day man. |
| Skills Necessary for Performance Tasks: | <ul style="list-style-type: none"> ● Close Reading ● Critical Reading, Writing, and Thinking ● Literary Criticism ● The Writer’s Process ● Understanding and analyzing literary elements, literary techniques, and rhetorical devices ● Collective Inquiry (based on the Socratic method) ● “Habits of the Mind” |
| What specific literacy strategies will be used? | <ul style="list-style-type: none"> ● Annotation ● “7 Habits of a Good Reader” ● Double-entry journals ● Character Analysis ● Reader’s Response (handout) |

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| | <ul style="list-style-type: none"> • SOAPStone Reading Strategy (handout) • Synthesis writing • Model text analysis and re-creation |
| What examples of art will be used? | <ul style="list-style-type: none"> • “Existentialism” by Ryan Murihead • “Existentialism Again” by Sayuri Ito • “Loner” by Sheyenne Johnson |
| Technology (to be incorporated) | <ul style="list-style-type: none"> • Promethean Active Inspire Board • PowerPoint Presentations |
| 2016 | March – May (Unit 4: The Importance and Power of Imagination in the Age of Knowledge) |
| Essential Questions: | <ul style="list-style-type: none"> • Is it dangerous to be narrow-minded? Why or why not? • How can we become enlightened through exploration? • What power lies in our imagination? Does the adult world encourage or hinder this power? Why or why not? • Is imagination more important than knowledge? Why or why not? • How important is imagination in an information age? • What responsibilities do we have in a relationship? Are these responsibilities learned or natural? |
| Focus/Unit: | <ul style="list-style-type: none"> • To identify and compare poetic structure • To paraphrase and summarize ideas • To analyze how ideas develop, both in fiction and non-fiction • To determine meaning and analyze ideas • To cite textual evidence • To analyze an author’s narrative techniques • To analyze representations in different mediums • To analyze multiple genres (fiction and nonfiction) • To apply language conventions in writing |
| Content | Literary Texts <ul style="list-style-type: none"> • Anchor Text: <i>The Little Prince</i> by Antoine de Saint-Exupéry • Poem: “On Turning Ten” by Billy Collins |

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| | <p>Informational Texts</p> <ul style="list-style-type: none"> • Article: “8 Ways to Reclaim Our Childhood Creativity” by Glen Stansberry • Article: “Are Today’s Youth Less Creative & Imaginative?” by Rachael Rettner • Article: “Creativity & Childhood” by Sam McNerney • Article: “How Imagination Shapes Your Reality” by Gabriel Cohen • Essay: “Is imagination more important than knowledge?” by Kathleen Taylor <p>Optional</p> <ul style="list-style-type: none"> • Film: <i>The Lego Movie</i> (2014, directed by Phil Lord and Christopher Miller) |
| <p>Common Core Standards/Skills:</p> | <ul style="list-style-type: none"> • Close Reading: identifying and comparing poetic structure, paraphrasing and summarizing, analyzing ideas and their development, determining meaning, citing textual evidence, analyzing use of narrative techniques, analyzing representations in different mediums (RL 1, 2, 3, 4, 5, 6, 7; RI 1, 2, 3, 4, 5, 6; SL 1, 1c; L 4a–d) • Response Writing: responding through an essay, research, and analysis (RL 1, 3, 4, 5, 6; W 2, 2a, 2c, 7, 7a; L 4) • Writing, Listening, and Speaking: citing textual evidence, using media in presentations, comparing, participating in collaborative discussions (W 1, 2a, 2b, 9; SL 1a–e, 2, 3, 4) • Conventions: understanding writing conventions, parallel structure, and adverbial clauses (W 2, 5; L 1, 1a, 1b, 2) • Performance Assessment: presenting a speech and writing a short story (W 3a–e, 4, 9a–b; SL 2, 3, 4) |
| <p>Ongoing Formative Assessments:</p> | <ul style="list-style-type: none"> • Entrance Tickets • Exit Tickets • Existential Find • Reader’s Response Journal • Socratic Dialogues |
| <p>Summative Assessment:</p> | <ul style="list-style-type: none"> • Students will prepare and present a logical and structured speech about what’s more important and why: imagination or knowledge. • Students will write a short fairy tale for adults with an engaging plot teaches a morale. |

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| Skills Necessary for Performance Tasks: | <ul style="list-style-type: none"> • Close Reading • Critical Reading, Writing, and Thinking • Literary Criticism • The Writer’s Process • Understanding and analyzing literary elements, literary techniques, and rhetorical devices • Collective Inquiry (based on the Socratic method) • “Habits of the Mind” |
| What specific literacy strategies will be used? | <ul style="list-style-type: none"> • Annotation • “7 Habits of a Good Reader” • Double-entry journals • Character Analysis • Reader’s Response (handout) • SOAPStone Reading Strategy (handout) • Synthesis writing • Model text analysis and re-creation |
| What examples of art will be used? | <ul style="list-style-type: none"> • “Inner Child” (a sculptured artwork, first published in <i>Impressive Magazine</i>) |
| Technology (to be incorporated) | <ul style="list-style-type: none"> • Promethean Active Inspire Board • PowerPoint Presentations |
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| 2016 | May – Early June (Unit 5: Our Responsibility to Each Other) |
| Essential Questions: | <ul style="list-style-type: none"> • What responsibilities do we have to each other? • How important is loyalty to a friendship? • Is loyalty essential to a friendship, even when the friend dies? • How does capitalism as a system impact how we see and treat one another? • Is capitalism an inherently immoral system? Why or why not? |
| Focus/Unit: | <ul style="list-style-type: none"> • To analyze argument in a seminal document • To analyze evidence and ideas in a functional document • To determine the central idea |

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| | <ul style="list-style-type: none"> • To examine the figurative, connotative, and/or technical meanings that can be extrapolated from words and phrases • To identify a theme through writing an objective summary • To analyze an author’s claim and purpose • To analyze a writer’s choices in text structure, figurative meaning, and tone • To support inferences about theme • To analyze different genres, principally the novella and informational texts, including essays and articles • To examine how ideas can advance a purpose and perspective • To analyze a writer’s choice in pacing, word choice, tone, and mood supporting inferences about theme and citing evidence used to make inferences • To apply language conventions in writing |
| Content | <p>Literary Text</p> <ul style="list-style-type: none"> • Anchor Text: <i>The Third Man</i> by Graham Greene • Poem: “A Time to Talk” by Robert Frost <p>Informational Texts</p> <ul style="list-style-type: none"> • Political Pamphlet: <i>The Communist Manifesto</i> by Karl Marx (excerpts only) • Op-Ed: “Is Capitalism Moral?” by Steven Pearlstein • Book: <i>Wealth of Nations</i> by Adam Smith (excerpts from Book I, Chapter I) • Lecture: <i>The Capitalist Foundations of America</i> by George L. Priest <p>Optional</p> |
| Common Core Standards/Skills: | <ul style="list-style-type: none"> • Close Reading: analyzing representations in different mediums, analyzing language and making inferences about theme, citing text evidence to support inferences, making connections between ideas and events, analyzing idea development in a documentary (RL 1, 2, 3, 4, 5, 6, 7, 9; RI 1, 2, 3, 4, 5; W 1, 2; L 4a–d, 5a) • Response Writing: responding through analysis, argument, and reflection (W 1, 2, 2a, 2c, 2d, 4; SL 1, 1a, 4, 5; L 1) • Writing, Listening, and Speaking: conducting research, evaluating sources, comparing, participating in |

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| | <p>collaborative discussions, participating in a panel discussion (RL 7; RI 5; W 1a–e, 2d, 4, 9a–b; SL 1a–d, 3, 4, 5, 6)</p> <ul style="list-style-type: none"> • Conventions: understanding prepositional, adjectival, and adverbial phrases; transitional words and phrases; and noun and verb phrases (W 2c, 4; SL 1; L 1b) • Performance Assessment: developing an argument and participating in a panel discussion (W 1a–e, 9a–b; SL 1a–d, 3, 6) |
| Ongoing Formative Assessments: | <ul style="list-style-type: none"> • Entrance Tickets • Exit Tickets • Reader’s Response Journal • Socratic Dialogues |
| Summative Assessment: | <ul style="list-style-type: none"> • Students will prepare and participate in a panel discussion on whether capitalism as system impacts the way we treat each other. • Students will write an argumentative essay on whether capitalism is immoral. |
| Skills Necessary for Performance Tasks: | <ul style="list-style-type: none"> • Close Reading • Critical Reading, Writing, and Thinking • Literary Criticism • The Writer’s Process • Understanding and analyzing literary elements, literary techniques, and rhetorical devices • Collective Inquiry (based on the Socratic method) • “Habits of the Mind” |
| What specific literacy strategies will be used? | <ul style="list-style-type: none"> • Annotation • “7 Habits of a Good Reader” • Double-entry journals • Character Analysis • Reader’s Response (handout) • SOAPStone Reading Strategy (handout) |
| What examples of art will be used? | <ul style="list-style-type: none"> • “Capitalism” by Art Young • “Where Billionaires Come From?” (a comic artwork by Dražen Šimleša) |
| What types of | <ul style="list-style-type: none"> • Promethean Active Inspire Board |

technology will be incorporated?

- PowerPoint Presentations

Note: *the following strategies will consistently be used throughout the school year.*

- Adaptation and differentiation (of text and lesson for special education and ELL students)
- Writing Revolution techniques: Sentences Structure, Quick Outlines, Summarizing, Revise and Edit, Transitions, and M.P.O.'s
- Small groups/pairs
- Adjusted and/or annotated notes
- Varied text and text formats
- Circulation (to check for understanding)
- Re-teaching and remodeling
- Checking for understanding related to Aim
- Heterogeneous grouping