COURSE OUTLINE: English IV		
Unit One	*Senior Project*	*Duration of Unit: Full year*
Unit Two	*Tragedy and Tragic Hero*	*Duration of Unit: 10 weeks*
Unit Three	*Memoir*	*Duration of Unit: 10 weeks*
Unit Four	*What is Madness*	*Duration of Unit: 10 weeks*

School-wide Academic Expectations Taught In This Course

- o Literacy School-Wide Rubric
- o Analysis School-Wide Rubric
- o Collaboration School-Wide Rubric
- o Communication School-Wide Rubric

School-wide Social and Civic Expectations Taught in This Course

- o Demonstrate Responsibility
- o Demonstrate Respect
- o Demonstrate Resiliency

Unit 1: Senior Project

Introduction and Established Goals:

Students will work on a topic of their choice to research and gain experience through an internship, research paper, portfolio, and presentation which culminates the skills learned over four years of high school. They will work with an out-of-school mentor and an in-school mentor who will guide them. Please refer to the Senior Project Student Handbook for further details.

The Senior Project research paper will count as the research paper for this course. Time should be spent on review of research techniques as well as time for revising and editing.

Desired Outcome(s):

- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on various topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Students will make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Common Core Standard(s):

RI: 11-12.1, 11-12.3, 11-12.4, 11-12.5, 11-12.7
W: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10
SL.: 1-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6
L: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Essential Question(s):
- What is an area of interest to study in-depth?
- What can one do to further develop independent learning techniques, to apply knowledge outside the classroom, and to develop self-direction, self-reliance, and confidence?
- How does one improve independent research skills as a transition to the worlds of college and work?
- How does one make connections with the community through networking and develop critical communication skills?

Key Terms/Concepts:
Independence, Time-management, Networking & Communication, Interviewing, Resume, Audience, Professionalism

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RI.11-12.1 **RI.11-12.3** **RI.11-12.4** **RI.11-12.5** **RI.11-12.7**	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text • Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including	• Research Paper • Research Article Review • Summarizing and note-taking • Modeling • Targeted feedback • Annotating	• School-wide Literacy Rubric • Essay • Source summaries

	whether the structure makes points clear, convincing, and engaging. • Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.		
W.11-12.1 **W.11-12.2** **W.11-12.3** **W.11-12.4** **W.11-12.5** **W.11-12.6** **W.11-12.7** **W.11-12.8** **W.11-12.9** **W.11-12.10**	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence • Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing	• Research Paper • Journal-writing • Portfolio • Conferencing • Modeling • Field experience • Review exemplars (both teacher and student) • Graphic organizers	• School-wide Literacy Rubric • Journal Writing Rubric • Senior Project Portfolio Rubric • Essay • Narrative

	feedback, including new arguments or information • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes		
SL.11-12.1 **SL.11-12.2** **SL.11-12.3** **SL.11-12.4** **SL.11-12.5** **SL.11-12.6**	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	• Presentation • Interview • Peer-teaching • Collaboration • Effective questioning • Socratic seminar	• Senior Project Presentation Rubric • Interview Rubric • Presentation

	• Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.6	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Interviews • SP research paper • SP journal-writing • Direct instruction • Modeling	• Interview Rubric • SP Research Paper rubric • SP journal rubric • Source summaries

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Exemplar papers	- Presentation - Quizzes/Tests

Suggested Resources and Texts:
- Senior Project Handbook
- Exemplar portfolios and research papers

Suggested Technology:

- Microsoft Word
- PowerPoint
- Google Drive/Docs
- Flash drive
- Smartboard/Epson
- Video cameras and available video production software
- Cell phones

Additional Differentiated Components:
Research Paper: number of pages, number of sources, rigid graphic organizers/prompts, etc.
Presentation: video option
Portfolio: online portfolio

Unit 2: Tragedy and Tragic Hero

Introduction and Established Goals:
Students will learn the concepts of tragedy, tragic hero, and tragic flaws. After reading a tragic text, the students will be able to apply the definitions of tragedy, tragic hero, and tragic flaw to the text, create meaning within the text, and make judgments about the text.

Desired Outcome(s):
- Students will analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- Students will read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- Students will 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.
- Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Common Core Standard(s):
RL: 11-12.1 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6. 11-12.7, 11-12.10
RI: 11-12.4
W: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.8, 11-12.9, 11-12.10
SL: 11-12.1, 11-12.2, 11-12.4, 11-12.5, 11-12.6
L: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6

Essential Question(s):
- What are the attributes of a classic tragedy?
- What are the attributes of the tragic hero?
- When does a positive personality trait become a tragic flaw?
- How do dramatic elements affect plot and character development?

Key Terms/Concepts:
Tragedy, Tragic hero, Tragic Flaw, Revenge Play, Psyche, Importance of Experience, Fate, Film Terms, Scene analysis, Soliloquy, Comic Relief

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RL.11-12.1 RL.11-12.2 RL.11-12.3 RI.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text • Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the	• Read Texts independently and as class • Student-led class discussions • KWL chart • Anticipation guide • Strategic grouping • Direct instruction • Peer-teaching • Effective questioning • Close read • Project-based learning • Lecture • Homework and practice	• Participation Rubric • Quizzes • Tests • Homework Check • Double-entry journal

	course of a text		
	• Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact		
	• Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant		
	• Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.		
	• By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.		
RI.11-12.4	• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text	• Anticipation guide • KWL chart • Lecture • Homework and practice • Small and large-group instruction • Modeling • Annotating • Strategic grouping	• Film term quiz

| W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8 W.11-12.9 W.11-12.10 | • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
• Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
• Gather relevant | • Essay
• Short-answer questions
• Double-entry journals
• Conferencing
• Modeling
• Lecture
• Graphic organizers
• Journaling | • School-wide Literacy Rubric
• Checklist
• Quote analysis
• Quizzes/Tests |

	information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes		
SL.11-12.1 SL.11-12.2 SL.11-12.4 SL.11-12.5 SL.11-12.6	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively • Integrate multiple sources of information presented in diverse formats and media	• Class discussions • Visual and oral presentations, both student and teacher-led • Scene analysis in small groups • Theme presentation • Peer-teaching • Project-based learning • Analysis of student work	• Participation Rubric • Presentation Rubric • Checklist • Presentation • Group project • Collaboration rubric

	(e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Posters • Soliloquy parody • Scene analysis • In-class writes • Visual and oral presentations	• Presentation Rubric • Checklist • Literacy Rubric • Quizzes/Tests

	- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	- Essay - Homework and practice - Analysis of student work - Peer-editing - Student-led lessons - Lecture	

Suggested Resources and Texts:

- *Titus Andronicus,* by Shakespeare
- *Titus Andronicus,* dir. Julie Taymor
- Excerpts from *Metamorphosis,* Ovid
- *What Dreams May Come*

Suggested Technology:

- Microsoft Word
- PowerPoint
- Google Drive/Docs
- Smartboard/Epson
- DVD/ TV
- Laptops

Unit 3: Memoir

Introduction and Established Goals:
This unit combines a group of lessons designed to teach students the skills and strategies involved in writing a memoir and reading a variety of literary works. The students write memoirs that reflect on experiences and people that have influenced their philosophies, personalities, and beliefs.

Desired Outcome(s):
- Students will analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Students will analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.
- Student will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- Students will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
- Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Common Core Standard(s):
RL: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.10
RI: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.10
W: 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10
SL: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6
L: 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6

Essential Question(s):
- What is a memoir?
- How do perspectives shape truth?
- How do we form and shape our identities?
- What can you learn about yourself by studying the lives of others?
- In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?
- Why is it important for people and cultures to construct narratives about their experience?

Key Terms/Concepts:
Memoir, Judaism, Sacrifice, Death, Dreams, Guilt, Racism & Mixed Heritage, Importance of Education, Freedom, Civil Rights, Family, Sierra Leone, RUF, Freetown, Child soldier

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RL.11-12.1 RL.11-12.2 RL.11-12.3 RI.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text • Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text • Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its	• Student-led class discussions • Reading questions • KWL chart • Anticipation guide • Strategic grouping • Direct instruction • Peer-teaching • Effective questioning • Close read • Lecture • Homework and practice	• Participation Rubric • Quizzes • Tests • Homework Check • Quote analysis

	aesthetic impact • Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant • Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. • By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.		
RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.10	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text • Analyze a complex	• Class discussions • Student-led class discussions • Reading questions • Annotating • Close reads • Analysis of student work • Peer-teaching • Anticipation guide • Strategic grouping	• Participation Rubric • Quizzes • Tests • Homework Check • Quote analysis • Open-ended questions

	set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text • Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. • Integrate and evaluate multiple sources of information presented in different media or		

	formats as well as in words in order to address a question or solve a problem. • By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range		
W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.9 W.11-12.10	• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing	• Writing a Memoir • Essay • Short answer questions • Civil Rights Historical Figure Presentation • Song Connection Presentation • Short-answer questions • Double-entry journals • Conferencing • Modeling • Lecture • Graphic organizers	• School-wide Literacy Rubric • Communication Rubric • Essay

SL.11-12.1	on addressing what is most significant for a specific purpose and audience.		
	• Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information		
	• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
	• Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes		
SL.11-12.1	• Initiate and	• Civil Rights	• Communication

| SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 | participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
• Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
• Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
• Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can | Historical Figure Presentation
• Song Connection Presentation
• Small-group discussion
• Socratic seminar
• Direct instruction
• Analysis of student work
• Project-based learning | Rubric
• Collaboration rubric
• Presentation |

	follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5 L.11-12.6	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions	• Writing a Memoir • Essay • Short answer questions • Civil Rights Historical Figure Presentation • Song Connection Presentation • Homework and practice • Analysis of student work • Peer-editing • Student-led lessons • Lecture	• School-wide Literacy Rubric • Communication rubric • Quizzes/Tests

	in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Suggested Resources and Texts:
- *Tuesdays with Morrie,* Mitch Albom
- *A Long Way Gone*, Ishmael Beah
- *The Glass Castle,* Jeannette Walls
- *Hole in my Life*, Jack Gantos

Suggested Technology:
- Microsoft Word
- PowerPoint
- Google Drive/Docs
- Smartboard/Epson
- YouTube
- DVD/ TV

Unit 4: What is Madness?

Introduction and Established Goals:

Students will explore the concept of madness and its ever changing definition. Students will study literature that deals with mental health and the treatment of those who struggle with a variety of mental issues. Finally, students will explore how the definition of sanity and madness can be a social construct and how those definitions have changed throughout the years.

Desired Outcome(s):
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- Students will integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating.
- Students will present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Students will acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core Standard(s):
RL: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10
RI: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.7
W: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10
SL: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6
L: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6

Essential Question(s):
- What does it mean to be sane/mad?
- Is madness in the "eye of the beholder"?
- What types of individuals belong in institutions?
- In what ways do institutions strip an individual of his/her humanity?
- How has the concept and treatment of mental illness changed over the years?

Key Terms/Concepts:

Institution, Rehabilitation, Capital punishment, Dehumanization, Ethics/morality, Nature of punishment, Ludovico Technique, Christ figure, Anti-hero, Nature vs. Nurture, Group therapy, Combine, Violence

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text • Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text • Analyze how an author's choices	• Student- led class discussions • Teacher-led class discussions • KWL chart • Anticipation guide • Strategic grouping • Direct instruction • Peer-teaching • Effective questioning • Close read • Lecture • Homework and practice	• Quizzes • Tests • Double-entry journals • Response questions • Communication rubric

	concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact • Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant • Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. • Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics • By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.		
RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves	• Various articles of true stories of institutionalization • Class discussions • Annotating • Close reads • Analysis of student work • Peer-teaching • Anticipation guide	• Compare/contrast activity • Written responses • Essay

	matters uncertain. • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text • Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	• Strategic grouping	
W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence • Write informative/explanatory texts to examine and convey complex ideas,	• Essay • Short answer questions • Double-entry journals • Teacher examples • Student examples • Peer-editing • Graphic organizers • Direct instruction • Conferencing	• School-wide Literacy Rubric • Double-entry journal rubric • Exit slips

	concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when		

	appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes		
SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues,	• Visual and oral presentations • Group discussions • Socratic seminar • Direct instruction • Analysis of student work	• School-wide Presentation Rubric • Group presentations • Communication rubric

	building on others' ideas and expressing their own clearly and persuasively • Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in		

	presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • Acquire and use accurately general academic and domain-	• Essay • In-class writes • Short answer questions • Visual and oral presentations • Homework and practice • Analysis of student work • Peer-editing • Student-led lessons • Lecture	• School-wide Literacy Rubric • School-wide Presentation Rubric • Presentation • Quizzes/Tests

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

Suggested Resources and Texts:

- *One Flew over the Cuckoo's Nest* (novel and movie)
- *Everything, Everything,* Nicola Yoon
- *Girl, Interrupted,* Susanna Kaysen
- *Suffer the Little Children* (documentary)
- "Howl", Ginsberg
- Short stories by Poe
- "The Yellow Wallpaper" Gilman

Suggested Technology:

- Microsoft Word
- PowerPoint
- Smartboard/Epson
- DVD/ TV
- laptops
- YouTube clips
- Cell phones