

Englewood Public School District
English Language Arts
Grade 12 – College Prep
First Marking Period

Unit 1: Traits of Leadership

Overview: In this unit, students will examine the traits of leadership, specifically how individuals become leaders and how leader maintain power. Students will explore these concepts through contemporary novels and nonfiction memoirs.

Time Frame: 35-45 Days

Enduring Understandings:

Those who write history do so from their own perspective.

“Civilization” and “Truth” are relative terms.

“Personal is political” – meaning that if one person tells his/her story and joins with others with similar stories, then their collective voice has weight and meaning.

Essential Questions:

Is it “right” for one group to impose its belief system on another?

Does history make a leader or do leaders make history?

Standards	Topics and Objectives	Activities	Resources	Assessments
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of	Topics Character Viewpoints Theme: The Struggle for Independence Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s Global Awareness 	Students will read <i>The Curious Incident of the Dog in the Night-time</i> , Ch. 2-97 and work in groups to create a character profile of Christopher. (CRP4, CRP6, CRP8) <ul style="list-style-type: none"> http://freeology.com/wp-content/files/analyzing_characters.pdf 	Texts: <i>The Curious Incident of the Dog in the Night-time</i> , Ch. 2-97, by Mark Haddon “A Powerful Identity, A Vanishing Diagnosis” by Claudia Wallis http://www.nytimes.com/2009/11/03/health/03asperger.html?_r=5	Formative Assessments: <ul style="list-style-type: none"> Do Nows Journals Exit Tickets
	Objectives Students will understand how a character’s point of view determines what is	Students will read “A Powerful Identity, A Vanishing Diagnosis” and identify the common traits	Companion Texts: <i>Scholastic Magazine</i> “Asperger’s Syndrome”	Summative Assessment: Students will be evaluated on the quality of their analytical essays. Benchmark Assessment: Common Formative Assessment Alternative Assessments:

<p>what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>emphasized and what is left out in a narration.</p> <p>Students will hone their abilities to analyze theme and write arguments.</p>	<p>associated with Asperger’s Syndrome. (CRP4, CRP8)</p> <p>Students will write an analytical essay on the theme of “the struggle for independence” as it relates to <i>The Curious Incident</i> (9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP8, CRP11)</p>	<p>https://newsela.com/read/lib-aspergers-syndrome-basics-autism</p>	<p>Students will present their character profiles to the class.</p> <p>Students will engage in small group discussion about Christopher in light of what they learned about Asperger’s Syndrome. They will then evaluate the viewpoint to identify how these traits shape the narrative.</p> <p>Students will peer review their essays using a PARCC rubric.</p>
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas</p>	<p>Topics</p> <p>Genre Study: Mystery Novels</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Global Awareness 	<p>Students will read <i>The Hound of the Baskervilles</i> and respond to Guided Reading Questions. (CRP4, CRP8)</p> <p>Students will discuss the genre conventions of</p>	<p>Texts:</p> <p><i>The Curious Incident of the Dog in the Night-time</i>, Ch. 101-end, by Mark Haddon</p> <p><i>The Hound of the Baskervilles</i> by Sir Arthur Conan Doyle</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Summative Assessment:</p> <p>Students will be</p>

<p>and expressing their own clearly and persuasively.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RI.11-12.1. Accurately cite strong and thorough textual</p>	<p>Objectives</p> <p>Students will understand the conventions of the mystery genre.</p> <p>Students will be able to evaluate a work based on genre conventions.</p> <p>Topics</p> <p>Leadership in the Face of Adversity</p> <p>The Dramatization of True Events</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy • Global Awareness <p>Objectives</p> <p>Students will understand how effective leadership overcomes adversity.</p> <p>Students will be able to evaluate the effectiveness of a dramatization of true events.</p>	<p>mystery, using <i>The Hound of the Baskervilles</i> as a case study. Then students will use what they've learned to examine <i>The Curious Incident</i>. The class will discuss how this novel fits into the mystery genre and where it departs from genre conventions. (9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP8, CRP11)</p> <p>Students will research of the Rwanda genocide of 1994 and develop a short multimedia presentation on an aspect of the conflict. (6.2.12.A.5.d, 9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP7, CRP11)</p> <ul style="list-style-type: none"> • https://www.history.com/topics/africa/rwanda-n-genocide <p>Students will read <i>An Ordinary Man</i> and respond to text-dependent questions. (6.2.12.A.5.d, CRP4, CRP8)</p> <p>After reading <i>An Ordinary Man</i>, students will participate in a Socratic Seminar on the question:</p>	<p>Companion Texts: <i>Scholastic Magazine</i></p> <p>“Mark Haddon” https://literature.britishcouncil.org/writer/mark-haddon</p> <p>“Arthur Conan Doyle” https://www.biography.com/people/arthur-conan-doyle-9278600</p> <p>Texts: <i>An Ordinary Man</i> by Paul Rusesabagina</p> <p>Media: <i>Hotel Rwanda</i> (2004)</p> <p>Companion Texts: <i>Scholastic Magazine</i></p> <p>Excerpts from <i>We Wish to Inform You That Tomorrow We Will Be Killed with Our Families</i></p> <p>“Why Didn't the US Intervene in the Rwandan Genocide?” https://newsela.com/read/lib-Rwanda-genocide-us</p>	<p>evaluated based upon their responses to the Guided Reading Questions.</p> <p>Alternative Assessments: Students will create and share a Venn diagram comparing and contrasting the two texts.</p> <p>Students will write and present a literary response journal about one of the two texts.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Students will be evaluated on the quality of their presentations.</p> <p>Students will be evaluated on their participation in the Socratic Seminar.</p> <p>Summative Assessment: Students will be evaluated based upon their responses to the text-dependent questions.</p>
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evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.6. 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.

W.11-12.7. 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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas

“What makes Paul Rusesabagina a good leader?” (6.2.12.A.5.d, CRP4, CRP8)

Students will watch *Hotel Rwanda* and evaluate how the film dramatizes *An Ordinary Man*. (6.2.12.A.5.d, CRP4, CRP8)

Alternative Assessments:

Students will present their multimedia presentations to the class.

Students will engage in a Think-Pair-Share about the values and traits of a good leader.

Students will engage in small group discussion to discuss how the film interprets events and the affect dramatization has on a true story.

Topics

Dystopian Fiction

Propaganda

How does a ruler maintain power over a society?

Students will keep reading logs for each chapter of *The Hunger Games* focusing on theme, character, and setting development. (CRP4, CRP8)

Texts:

The Hunger Games, Ch. 1-14, by Suzanne Collins

“Dystopian Fiction: From H. G. Wells to Suzanne Collins” by Lisa Koski
<https://letterpile.com/books/Dystopian-Fiction-From->

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Students will be evaluated on the quality of their reading logs.

and expressing their own clearly and persuasively.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

W.11-12.2. 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.

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

Objectives

Students will be familiar the concept of dystopia and its depiction in literature.

Students will understand how propaganda is used to influence public opinion.

- <https://www.wordlayo-uts.com/reading-log-template/>

Students will read "Dystopian Fiction" to gain an understanding of the subject and take notes. **(CRP4, CRP8)**

- <https://freeology.com/graphicorgs/note-taking-organizer/>

Propaganda: Students will research the use of propaganda, drawing on historical perspectives. Then, they will create their own propaganda posters based on *The Hunger Games*. **(6.2.12.A.5.d, CRP4, CRP8, CRP6)**

Students will participate in a Socratic Seminar on the question: "What allows a despotic government to retain power?" **(CRP4, CRP8)**

Ayn-Rand-to-Suzanne-Collins

Companion Texts:

Scholastic Magazine

"How Propaganda Works"
<https://newsela.com/read/lib-overview-propaganda-wwi-wwii>

"Text Set: *The Hunger Games*"
<https://newsela.com/text-sets/7682>

Summative

Assessments:

Students will be evaluated on the quality of their propaganda posters.

Students will be evaluated on their performance in the Socratic Seminar.

Alternative

Assessments:

Students will engage in small group discussion on the question: "How is Panem a dystopian society?"

Students will present their propaganda poster to the class.

Students will watch sections of the film, *The Hunger Games*, and engage in small group discussion about how the film helps their

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W.11-12.2. 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.

<p>Topics</p> <p>How do individuals respond to conflict?</p> <p>Reality TV</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy • Global Awareness 	<p>Students will keep reading logs for each chapter of <i>The Hunger Games</i> focusing on theme, character, and setting development. (CRP4, CRP8)</p> <ul style="list-style-type: none"> • https://www.wordlayo.com/reading-log-template/ 	<p>Texts:</p> <p><i>The Hunger Games</i>, Ch.14-27, by Suzanne Collins</p> <p>“Why America Loves Reality T.V.” by Steven Reiss https://www.psychologytoday.com/articles/200109/why-america-loves-reality-tv</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Students will be evaluated on the quality of their reading logs.</p>
<p>Objectives</p> <p>Students will understand what traits leaders possess.</p> <p>Students will explore Reality TV as depicted in literature.</p>	<p>Students will complete a character sketch of Katniss Everdeen to examine how people respond to conflict and develop traits for leadership. (CRP4, CRP8)</p> <ul style="list-style-type: none"> • http://freeology.com/wp-content/files/analyzing_characters.pdf 	<p>Companion Texts:</p> <p><i>Scholastic Magazine</i></p> <p>“Text Set: <i>The Hunger Games</i>” https://newsela.com/text-sets/7682</p>	<p>Summative Assessment:</p> <p>Students will be evaluated on the quality of their character sketches.</p>
	<p>Students will read “Why America Loves Reality T.V.” and compare the ideas expressed in the articles to events in <i>The Hunger Games</i>. (CRP4, CRP8)</p>		<p>Alternative Assessments:</p> <p>Students will watch sections of the film, <i>The Hunger Games</i>, and engage in small group discussion about how the film helps their understanding of the text.</p> <p>Students will share their character sketches with the class.</p> <p>Students will debate: Is Katniss and Peeta's relationship made up or authentic?</p>

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

W.11-12.2. 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.

W.11-12.7. Conduct short as well as more sustained

Topics

How Do Individuals Cope with Suffering?

Memoir

Informative/Explanatory Writing

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

Objectives

Students will examine how individuals cope with suffering under severe circumstances and overcome it.

Students will gain an appreciation for the memoir genre.

Students will read Part 1 of *Man's Search for Meaning* and take notes. (CRP4, CRP8)

- <https://freeology.com/graphicorgs/note-taking-organizer/>

Students will research the conventions of memoir and write an informative/explanatory essay on the memoir's function in understanding suffering. (CRP4, CRP7, CRP8, CRP11, 8.1.12.A.2, 9.3.12.ED.2)

Texts:

Man's Search for Meaning, Part 1, by Viktor E. Frankl

Companion Texts:

Scholastic Magazine

"Memoir Writing and Memoir Examples"

<http://www.writersdigest.com/writing-articles/by-writing-genre/memoir-by-writing-genre>

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Summative Assessment:

Students will be evaluated on the quality of their informative/explanatory essays.

Alternative Assessments:

Students will engage in small group discussion about whether or not a person has the freedom to choose his/her attitude towards his/her suffering.

Students will self-edit their essays using a PARCC rubric.

Students will engage in group research about memoirs.

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.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Topics
PARCC NWTs

Objectives
Students will gain a better understanding of EBSRs and TECRs.

Students will hone their understanding of PARCC's PCR Prompts.

Students will practice completing NWTs.

Instructors will select the reading and writing NWT lessons that best meets their students' needs.

Reading PARCC Narrative Lessons:

Lesson 1: Introducing the EBSR and TECR

Lesson 2: Narrative Story Reading Strategies

Lesson 3: Evaluating Evidence

Lesson 4: Practice Completing the Narrative Task

Writing PARCC Narrative Lessons:

Lesson 1: Introduction to the Prose Constructed Response on the Narrative Task

Lesson 2: Writing from a Point of View

Students complete a unit NWT.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Lesson 3: Practice
Completing the Prose
Constructed Response

Lesson 4: From Proficiency
to Advanced-Proficiency

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">Shorten assignments to focus on mastery of key concepts.	<ul style="list-style-type: none">Utilize modifications & accommodations	<ul style="list-style-type: none">Using visual demonstrations,	<ul style="list-style-type: none">Curriculum compactingInquiry-based

<ul style="list-style-type: none"> ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	<p>delineated in the student's IEP</p> <ul style="list-style-type: none"> ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<p>illustrations, and models</p> <ul style="list-style-type: none"> ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given 	<p>instruction</p> <ul style="list-style-type: none"> ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Integration of 21st Century Standards NJSL 9:

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Interdisciplinary Connections:

Social Studies:

6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events

Integration of Technology Standards NJSL 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

Key Vocabulary: mystery genre, leadership, propaganda, dystopia, memoir