

English/Language Arts – Unit 1 Plan

UNIT: 1

TIME FRAME: September/October

TEACHER: Rosenberg/Murphy

Unit Summary and Rationale: (Outlines the components of the unit and the reasoning for their inclusion):

Unit Summary:

Students will study Native American origin myths as well as early Puritan poetry, and sermon/oratory. This will be followed by Arthur Miller's *Crucible*. Students will study the two cultures and discuss successes and failures of the early colonists. They will also discuss the effects of mass hysteria on the population. Works covered will be taken from Prentice Hall Literature: The American Experience including but not limited to:

Earth on Turtle's Back
When Grizzlies Walked Upright
From the Navajo Origin Legend
From Of Plymouth Plantation
To My Dear and Loving Husband
Huswifery
From Sinners in the Hands of an Angry God
The Crucible
From the Iroquois Constitution

Context/SAT College-Ready Vocabulary

Students will also construct a resume to be used for college applications and employment opportunities.

Unit Standards: Teachers should list the standards to be addressed within the unit.

Essential (Thematic) Questions:

1. What is the relationship between place and literature?
2. What makes American Literature American?
3. How does literature shape or reflect society?

Technology utilization in the form of online research, papers, presentations and the resume.

21st Century Life and Career Standard 9.2, including review of career goals, modification of student learning plans to support stated career goals and identification of transferable career skills. These skills will be utilized through the construction of the resume.

Primary Focus Standards: Reading

RL.11-12.1 RI.11-12.1
RL.11-12.2 RI. 11-12-2
RL.11-12.3 RI. 11-12.3
RL.11-12.4 RI. 11-12.4

Primary Focus Standards: Speaking and Listening

SL.11-12. A,B,C,D
SL. 11-12. 2
SL. 11-12.3
SL. 11-12.4

<p>RL.11-12.6 RI. 11-12.6</p> <p>Primary Focus Standards: Writing W.11-12.2.A,B,C,D,E,F W.11-12.3 W.11-12.4 W. 11-12.5 W. 11-12.6 W. 11-12.9</p> <p>CRP1 CRP7 CRP2 CRP8 CRP3 CRP9 CRP4 CRP10 CRP5 CRP11 CRP6 CRP12</p>	<p>SL. 11-12.6</p> <p>Primary Focus Standards: L.11-12.1.A L. 11-12.2. A,B L. 11-12.3. A L. 11-12.4, A,B,C,D L. 11-12.5. A,B L. 11-12.6</p> <p>NJSLA R1-10 NJSLA W1-10 NJSLA SL.1-6</p>
<p>Learning Tasks: Teachers list the various tasks students will engage in throughout the unit. (Content) – Should be separated by Reading Tasks, Writing Tasks, Discussion Tasks, and Language/Vocabulary Tasks.</p> <p>Reading</p> <p>1. Group Presentation: <i>The Crucible</i> trial of the accused characters.</p> <p>2. Two Part Benchmark Assessment for: A. Literary Analysis (Origin Myth, Archetype, Political Document/ Symbol, Puritan Plain Style-Syntax/Inversion, Conceit and Sermon. B. Reading Strategy (Recognize Cultural Details, Analyze Author's Assumptions and Beliefs, Paraphrasing, Adjust Reading Rate and Using Context.</p> <p>3. Two-part Unit One Summative Benchmark Assessment (Objective/Short Essay) covering all Literary Analysis and Reading Strategy components of Unit One plus the following skills: Literary Analysis: Direct and Indirect Characterization, Motive, Dramatic and Verbal Irony Tragedy, Tragic Hero, tragic Flaw, Allegory Reading Strategy: Evaluate the influences of the Historical Period.</p>	<p>Skills: These are what the students need to be able to do in relation to the tasks. These skills are translated statements from the standards and represent measurable verbs, instructional targets, and descriptors for the sake of consistency across teachers in the same content area and grade level.</p> <p>At the completion of this unit, students will know the following literary analysis skills: Origin Myth, Archetype, Political Document /Symbol, Puritan Plain Style-Syntax/Inversion, Conceit, Sermon, Internal and External Conflict, Biblical Allusions, Direct and Indirect Characterization, Motive, Dramatic and Verbal Irony, Tragedy, Tragic Hero, Tragic Flaw and Allegory.</p> <p>At the completion of this unit, students will be able to work with the following Reading Strategy Skills: Recognize Cultural Details, Analyze Author’s Assumptions and Beliefs, Paraphrasing, Adjust Reading Rate, Using Context Clues, Dialogue, Stage Directions, Making Predictions and Evaluate the Influences of the Historical Period.</p>

<p>Writing</p> <ol style="list-style-type: none"> 1. Group Presentation: <i>The Crucible</i>, Opening Statement writing assignment for the accused character. 2. Benchmark Assessment: Short Essay Question. 3. Summative Benchmark Assessment. Short Essay Question. <p>Discussion</p> <ol style="list-style-type: none"> 1. Group presentation: <i>The Crucible</i> 2. Occasional oral and written assignments. <p>Language/ Vocabulary Tasks</p> <ol style="list-style-type: none"> 1. SAT Vocabulary words (15 per week) and associated learning activities per week. 2. Weekly assessment on each Vocabulary Lesson. 	
<p>Key Terms / Vocabulary:</p> <p>Literary Analysis Reading Strategy Reading Comprehension Grammar Syntax</p>	
<p>Assessments: List types of assessments that will be used throughout the course of the unit. *If you do not have assessments for this unit, they should be created before moving on to the lesson design* (Label Assessments as Diagnostic, Formative, or Summative)</p> <p>*** See Learning Tasks all Assessments for the unit are found there.</p>	
<p>Learning Activities: Any agreed upon activities/lesson plans can be listed here.</p> <ol style="list-style-type: none"> 1. Weekly Vocabulary Activities and Assessment for each lesson. 2. Literary Analysis and Reading Strategy Activities related to each literature exemplar. 	<p>Resources / Text Selections: (generated by both teacher and student?) Teachers will list the titles/genres for study:</p> <ol style="list-style-type: none"> 1. Prentice Hall Literature: The American Experience.

3. Class Discussion and extended writing activities.

2. Google Classroom.

Additional Notes: Common Prep Periods and PLC's will be utilized to for further planning and discussion.