

English AC

HSCE	Activities	Resources/Materials	Assessment
STANDARD 1.1 <i>Understand and practice writing as a recursive process.</i>			
<p>CE1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions.</p> <p style="padding-left: 40px;">Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write a short story exploring the hallmarks or style of one of the following genres: science fiction, gothic, romanticism.</p> <p style="padding-left: 40px;">Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p> <p style="padding-left: 40px;">Rewrite the ending to either Huckleberry Finn or Scarlet</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 8: Anchor Text: College essay manuals Related Readings: Selected articles and samples</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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	<p>Letter.</p> <p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 6: Write a short autobiographical piece in which they explore the issue of nature vs. nurture or how their environment has “determined” who they are as an individual.</p> <p>Unit 8: Complete a rough draft. Complete a final draft college essay.</p>		
<p>CE1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g. free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions.</p> <p>Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write a short story exploring the hallmarks or style of one of the following genres: science fiction, gothic, romanticism.</p> <p>Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story;</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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	<p>explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom. Rewrite the ending to either Huckleberry Finn or Scarlet Letter.</p> <p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 6: Write a short autobiographical piece in which they explore the issue of nature vs. nurture or how their environment has “determined” who they are as an individual.</p> <p>Unit 8: Complete a rough draft. Complete a final draft college essay.</p>	<p>Storm”, “Crash”</p> <p>Unit 8: Anchor Text: College essay manuals Related Readings: Selected articles and samples</p>	
<p>CE1.1.3 Select and use language that is appropriate (e.g. formal, informal, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g. letter to editor, proposal, poem, or digital story).</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions. Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write a short story exploring the hallmarks or style of one of</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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	<p>the following genres: science fiction, gothic, romanticism.</p> <p>Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p> <p>Rewrite the ending to either Huckleberry Finn or Scarlet Letter.</p> <p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 6: Write a short autobiographical piece in which they explore the issue of nature vs. nurture or how their environment has “determined” who they are as an individual.</p> <p>Unit 8: Complete a rough draft. Complete a final draft college essay.</p>	<p>Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son</p> <p>Related Readings: “Unpacking the Invisible Knapsack”</p> <p>Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 8: Anchor Text: College essay manuals</p> <p>Related Readings: Selected articles and samples</p>	
<p>CE1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g. structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions.</p> <p>Write a formal analysis paper</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth</p> <p>Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World</p> <p>Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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	<p>on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write a short story exploring the hallmarks or style of one of the following genres: science fiction, gothic, romanticism.</p> <p>Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p> <p>Rewrite the ending to either Huckleberry Finn or Scarlet Letter.</p> <p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 6: Write a short autobiographical piece in which they explore the issue of nature vs. nurture or how their environment has “determined” who they are as an individual.</p> <p>Unit 8: Complete a rough draft. Complete a final draft college</p>	<p>Letter</p> <p>Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest</p> <p>Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son</p> <p>Related Readings: “Unpacking the Invisible Knapsack”</p> <p>Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 8: Anchor Text: College essay manuals</p> <p>Related Readings: Selected articles and samples</p>	

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<p>CE1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p>	<p>essay.</p> <p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions.</p> <p style="padding-left: 40px;">Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write a short story exploring the hallmarks or style of one of the following genres: science fiction, gothic, romanticism.</p> <p style="padding-left: 40px;">Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p> <p style="padding-left: 40px;">Rewrite the ending to either Huckleberry Finn or Scarlet Letter.</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 8: Anchor Text: College essay manuals Related Readings: Selected articles and samples</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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	<p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 6: Write a short autobiographical piece in which they explore the issue of nature vs. nurture or how their environment has “determined” who they are as an individual.</p> <p>Unit 8: Complete a rough draft. Provide feedback to peers regarding their college essay. Complete a final draft college essay.</p>		
<p>CE1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions. Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write a short story exploring the hallmarks or style of one of the following genres: science fiction, gothic, romanticism. Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown” Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave” Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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	<p>religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom. Rewrite the ending to either Huckleberry Finn or Scarlet Letter.</p> <p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 6: Write a short autobiographical piece in which they explore the issue of nature vs. nurture or how their environment has “determined” who they are as an individual.</p> <p>Unit 8: Complete a rough draft. Complete a final draft college essay.</p>	<p>“Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 8: Anchor Text: College essay manuals Related Readings: Selected articles and samples</p>	
<p>CE1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for the audience.</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions. Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write a short story exploring</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”,</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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	<p>the hallmarks or style of one of the following genres: science fiction, gothic, romanticism.</p> <p>Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p> <p>Rewrite the ending to either Huckleberry Finn or Scarlet Letter.</p> <p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 6: Write a short autobiographical piece in which they explore the issue of nature vs. nurture or how their environment has “determined” who they are as an individual.</p> <p>Unit 8: Complete a rough draft. Provide feedback to peers regarding their college essay. Complete a final draft college essay.</p>	<p>“Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son</p> <p>Related Readings: “Unpacking the Invisible Knapsack”</p> <p>Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 8: Anchor Text: College essay manuals</p> <p>Related Readings: Selected articles and samples</p>	
CE1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth</p> <p>Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World</p> <p>Related Reading: Mary Shelley:</p>	

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	<p>coherent development using transitions.</p> <p>Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write a short story exploring the hallmarks or style of one of the following genres: science fiction, gothic, romanticism.</p> <p>Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p> <p>Rewrite the ending to either Huckleberry Finn or Scarlet Letter.</p> <p>Unit 6: Write a short autobiographical piece in which they explore the issue of nature vs. nurture or how their environment has “determined” who they are as an individual.</p> <p>Unit 8: Complete a rough draft.</p>	<p>Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter</p> <p>Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son</p> <p>Related Readings: “Unpacking the Invisible Knapsack”</p> <p>Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 8: Anchor Text: College essay manuals</p> <p>Related Readings: Selected articles and samples</p>	

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	Complete a final draft college essay.		
STANDARD 1.2 <i>Use writing, speaking, and visual expression for personal understanding and growth.</i>			
CE1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas			
CE1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g. diary, journal writing, portfolio self-assessment).			
CE1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g. personal narrative poetry, imaginative writing, slam poetry, blogs, webpages).	Unit 7: American dream project: interview an individual on the following topics: attainment, postponement or abandonment of their American dream. They create a visual representation of their project and/or present a written report on their findings.	Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman	
CE1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Unit 4: Write an impromptu timed essay. Write a critique of their impromptu essay while using MEAP rubric.	Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”	Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.
STANDARD 1.3 <i>Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g. to reflect, persuade, inform, analyze, entertain, inspire).</i>			
CE1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and	Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions. Write a formal analysis paper on selected topics about	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 3: Anchor Text: Scarlet Letter	Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.

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<p>effect).</p>	<p>Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p> <p>Unit 4: Write an impromptu timed essay.</p>	<p>Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest</p> <p>Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p>	
<p>CE1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions.</p> <p>Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth</p> <p>Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World</p> <p>Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter</p> <p>Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest</p> <p>Related Reading: “No Name</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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	<p>critical source material.</p> <p>Unit 2: Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p> <p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 8: Complete a rough draft. Complete a final draft college essay.</p>	<p>Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 8: Anchor Text: College essay manuals</p> <p>Related Readings: Selected articles and samples</p>	
<p>CE1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions.</p> <p>Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write an extended essay on a selected topic concerning either or</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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	<p>both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p> <p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 8: Complete a rough draft. Complete a final draft college essay.</p>	<p>Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 8: Anchor Text: College essay manuals</p> <p>Related Readings: Selected articles and samples</p>	
<p>CE1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions.</p> <p>Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel,</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 8: Anchor Text: College</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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	<p>based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p> <p>Unit 4: Write an impromptu timed essay.</p>	<p>essay manuals</p> <p>Related Readings: Selected articles and samples</p>	
<p>CE1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p>	<p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 8: Use sample essays as models.</p> <p style="padding-left: 40px;">Research a college that they plan on attending and identify current and past essay questions.</p> <p style="padding-left: 40px;">Critique sample essays for strengths and weaknesses</p>	<p>Unit 4: Anchor Text: Cuckoo’s Nest</p> <p>Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 8: Anchor Text: College essay manuals</p> <p>Related Readings: Selected articles and samples</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>
<p>CE1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic and cultural backgrounds and experiences (e.g. include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).</p>	<p>Unit 4: Write an impromptu timed essay.</p>	<p>Unit 4: Anchor Text: Cuckoo’s Nest</p> <p>Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>
<p>CE1.3.7 Participate collaboratively and productively in groups (e.g. response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.</p>	<p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 5: Conch shell/would you survive activity,</p> <p>Unit 6: Compare and contrast issues from the novel and the film.</p>	<p>Unit 4: Anchor Text: Cuckoo’s Nest</p> <p>Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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		Unit 5: Anchor Text: Lord of the Flies Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”	
CE1.3.8 Evaluate own and others’ effectiveness in group discussions and formal presentations (e.g. considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).	Unit 4: Write an impromptu timed essay. Unit 5: Conch shell/would you survive activity,	Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave” Unit 5: Anchor Text: Lord of the Flies	Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.
CE1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	Unit 4: Write an impromptu timed essay.	Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”	Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.
STANDARD 1.4 <i>Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</i>			
CE1.4.1 Identify, explore, and refine topics and questions appropriate for research.			
CE1.4.2 Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic)	Unit 7: American dream project: interview an individual on the following topics: attainment, postponement or abandonment of	Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman	

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resources.	their American dream. They create a visual representation of their project and/or present a written report on their findings.		
CE1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g. argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).			
CE1.4.4 Interpret, synthesis, and evaluate information/findings in various print sources and media (e.g. fact and opinion, comprehensiveness of the evidence, bias varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	Unit 7: American dream project: interview an individual on the following topics: attainment, postponement or abandonment of their American dream. They create a visual representation of their project and/or present a written report on their findings.	Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman	
CE1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions. Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material. Unit 2: Write an extended essay on a selected topic concerning either or	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”	

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	<p>both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p>		
<p>CE1.4.6 Use appropriate conventions of textual citation in different contexts (e.g. different academic disciplines and workplace writing situations).</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions.</p> <p>Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p>	

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	<p>insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p>		
<p>CE1.4.7 Recognize the role of research including student research as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g. presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).</p>	<p>Unit 7: American dream project: interview an individual on the following topics: attainment, postponement or abandonment of their American dream. They create a visual representation of their project and/or present a written report on their findings.</p>	<p>Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	
<p>STANDARD 1.5 <i>Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g. poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).</i></p>			
<p>CE1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p>	<p>Unit 1: Students will perform a scene from Macbeth.</p> <p>Unit 5: Project: masks and written analysis of the masks they wear.</p> <p>Unit 7: Group interpretation/ discussion and performance of scenes.</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 5: Anchor Text: Lord of the Flies Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	
<p>CE1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.</p>	<p>Unit 5: Project: masks and written analysis of the masks they wear.</p>	<p>Unit 5: Anchor Text: Lord of the Flies</p>	
<p>CE1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g. focus, transitions, facts,</p>	<p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 5: Project: masks and written analysis of the masks they wear.</p>	<p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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<p>detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).</p>		<p>Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave” Unit 5: Anchor Text: Lord of the Flies</p>	
<p>CE1.5.4 Use technology tools (e.g. word processing, presentation of multimedia software) to produce polished written and multimedia work (e.g. literary and expository works, proposals, business presentations, advertisements).</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions. Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p>	
<p>CE1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g. clarify</p>	<p>Unit 8: Provide feedback to peers regarding their college essay.</p>	<p>Unit 8: Anchor Text: College essay manuals</p>	

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and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).	Critique sample essays for strengths and weaknesses	Related Readings: Selected articles and samples	
STANDARD 2.1 <i>Develop critical reading, listening, and viewing strategies.</i>			
CE2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make a connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	Unit 1: Read Macbeth in class; listen to the audio recording (A Shakespeare Recording Society Production). Unit 2: read Brave New World and Frankenstein Unit 5: Read Lord of the Flies.	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 5: Anchor Text: Lord of the Flies	
CE2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustration, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.			
CE2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixed, and the use of appropriate resource materials such as print and electronic dictionaries.			
CE2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.	Unit 1: Paraphrase, explain, and analyze critical source essays about Macbeth.	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984	
CE2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g. compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).			

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<p>CE2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g. documentaries and research presentations) and elements of expository texts (e.g. thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.</p>	<p>Unit 1: Paraphrase, explain, and analyze critical source essays about Macbeth.</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p>	
<p>CE2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p>	<p>Unit 1: Paraphrase, explain, and analyze critical source essays about Macbeth. Have students watch political debates and commercials and apply the language of persuasion such as: bandwagon, slogans, glittering generalizations, fear, etc.</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p>	
<p>CE2.1.8 Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.</p>	<p>Unit 1: View various film excerpts/adaptations of Macbeth for critical analysis and comparison. Have students watch political debates and commercials and apply the language of persuasion such as: bandwagon, slogans, glittering generalizations, fear, etc.</p> <p>Unit 2: View films and film excerpts that explore style, genres and themes such as: Gattaca, Nosferatu, Dracula, Blade Runner.</p> <p>Unit 3: Read Scarlet Letter in excruciatingly close detail. Read Huckleberry Finn. Use “The Simpsons” episodes as examples of satire and satirical elements such as: hyperbole, understatement, irony, caricature, slapstick, parody.</p> <p>Unit 4: Read One Flew Over the Cuckoo’s Nest. Read the selected short stories</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X,</p>	

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	<p>and articles.</p> <p>Show the films, One Flew Over the Cuckoo’s Nest and The Truman Show, The Matrix.</p> <p>Discuss themes: individual vs. society, oppression, mechanization of society.</p> <p>Literary terminology: allegory, symbolism, religious imagery, microcosm.</p> <p>Unit 5: Show excerpts of the film.</p> <p>Literary terminology: allegory, symbolism, religious imagery, juxtaposition.</p> <p>Unit 6: Read Malcolm X and/or Native Son.</p> <p>Compare and contrast issues from the novel and the film.</p> <p>Unit 7: Read the novel and the play The Great Gatsby.</p> <p>View the film, “Born Rich” and relate it to old money and new money in Great Gatsby.</p> <p>Literary terminology: symbolism, motif, imagery, flashback, unreliable narrator.</p>	<p>Native Son</p> <p>Related Readings: “Unpacking the Invisible Knapsack”</p> <p>Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 7: Anchor Text: The Great Gatsby</p> <p>Related Reading: Death of a Salesman</p>	
<p>CE2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.</p>	<p>Unit 1: View various film excerpts/adaptations of Macbeth for critical analysis and comparison.</p> <p>Unit 2: View films and film excerpts that that explore style, genres and themes such as: Gattaca, Nosferatu, Dracula, Blade Runner.</p> <p>Unit 3: Read Scarlet Letter in excruciatingly close detail.</p> <p>Read Huckleberry Finn.</p> <p>Use “The Simpsons” episodes as examples of satire and satirical elements such as: hyperbole, understatement, irony, caricature,</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth</p> <p>Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World</p> <p>Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter</p> <p>Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest</p>	

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	<p>slapstick, parody.</p> <p>Unit 4: Read One Flew Over the Cuckoo’s Nest. Read the selected short stories and articles. Show the films, One Flew Over the Cuckoo’s Nest and The Truman Show, The Matrix. Discuss themes: individual vs. society, oppression, mechanization of society. Literary terminology: allegory, symbolism, religious imagery, microcosm.</p> <p>Unit 5: Show excerpts of the film. Literary terminology: allegory, symbolism, religious imagery, juxtaposition.</p> <p>Unit 6: Read Malcolm X and/or Native Son. Compare and contrast issues from the novel and the film.</p> <p>Unit 7: Read the novel and the play The Great Gatsby. View the film, “Born Rich” and relate it to old money and new money in Great Gatsby. Literary terminology: symbolism, motif, imagery, flashback, unreliable narrator.</p>	<p>Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son</p> <p>Related Readings: “Unpacking the Invisible Knapsack”</p> <p>Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 7: Anchor Text: The Great Gatsby</p> <p>Related Reading: Death of a Salesman</p>	
<p>CE2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.</p>	<p>Unit 1: View video on propaganda (Media Focus). Have students watch political debates and commercials and apply the language of persuasion such as: bandwagon, slogans, glittering generalizations, fear, etc.</p> <p>Unit 4: Lecture on schizophrenia and lobotomies.</p> <p>Unit 6: Compare and contrast issues</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth</p> <p>Related Readings: 1984</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest</p> <p>Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p>	

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	from the novel and the film.	Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”	
CE2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.	Unit 3: Discussion of what is “classic” literature and the topic of censorship. Unit 4: Write an impromptu timed essay. Lecture on schizophrenia and lobotomies. Unit 6: Compare and contrast issues from the novel and the film.	Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown” Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave” Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”	Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.
CE2.1.12 Use a variety of strategies to enhance listening comprehension (e.g. monitor message clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information.	Unit 4: Write an impromptu timed essay. Lecture on schizophrenia and lobotomies.	Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”	Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.
STANDARD 2.2 <i>Use a variety of reading, listening, and viewing strategies to construct meaning beyond</i>			

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<i>the literal level (e.g. drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</i>			
CE2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g. imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production) Unit 2: read Brave New World and Frankenstein Unit 3: Discussion of what is “classic” literature and the topic of censorship.	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”	
CE2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.	Unit 3: Discussion of what is “classic” literature and the topic of censorship. Unit 5: Read Lord of the Flies.	Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown” Unit 5: Anchor Text: Lord of the Flies	
CE2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production) View various film excerpts/adaptations of Macbeth for critical analysis and comparison. Unit 2: Read Brave New World and Frankenstein View films and film excerpts that explore style, genres and themes such as: Gattaca, Nosferatu, Dracula, Blade Runner. Unit 3: Read Scarlet Letter in excruciatingly close detail. Read Huckleberry Finn.	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown” Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who	

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	<p>Discussion of what is “classic” literature and the topic of censorship.</p> <p>Unit 4: Read One Flew Over the Cuckoo’s Nest. Read the selected short stories and articles. Show the films, One Flew Over the Cuckoo’s Nest and The Truman Show, The Matrix. Discuss themes: individual vs. society, oppression, mechanization of society. Literary terminology: allegory, symbolism, religious imagery, microcosm.</p> <p>Unit 5: Read Lord of the Flies. Show excerpts of the film. Literary terminology: allegory, symbolism, religious imagery, juxtaposition.</p> <p>Unit 6: Read Malcolm X and/or Native Son.</p> <p>Unit 7: Read the novel and the play The Great Gatsby. View the film, “Born Rich” and relate it to old money and new money in Great Gatsby. Literary terminology: symbolism, motif, imagery, flashback, unreliable narrator.</p>	<p>Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son</p> <p>Related Readings: “Unpacking the Invisible Knapsack”</p> <p>Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 7: Anchor Text: The Great Gatsby</p> <p>Related Reading: Death of a Salesman</p>	
STANDARD 2.3 <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i>			
CE2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.			
CE2.3.2 Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia	Unit 2: Read and evaluate current articles that relate to bioethics and	Unit 2: Anchor Text: Aldous Huxley: Brave New World	

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genres based on student interest and curiosity.	scientific advancements. Unit 6: Read articles and research regarding judicial injustice and discrimination.	Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”	
CE2.3.3 Critically read and interpret instructions for a variety of tasks (e.g. completing assignments, using software, writing college and job applications).			
CE2.3.4 Critically interpret primary and secondary research-related documents (e.g. historical and government documents, newspapers, critical and technical articles, and subject-specific books).	Unit 2: Read and evaluate current articles that relate to bioethics and scientific advancements. Unit 6: Read articles and research regarding judicial injustice and discrimination.	Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”	
CE2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.			
CE2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.			
CE2.3.7 Participate as an active member of a reading, listening, and viewing community,			

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collaboratively selecting materials to read or events to view and enjoy (e.g. book talks, literature circles, film clubs).			
CE2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.			
STANDARD 3.1 <i>Develop the skills of close and contextual literary reading.</i>			
CE3.1.1 Interpret literary language (e.g. imagery, allusions, symbolism, metaphor) while reading literary and expository works.	<p>Unit 1: Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis;</p> <p>Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis.</p> <p>Discuss themes of the power of language, character, fate, free will, power's ability to corrupt, propaganda</p> <p>Discussion and application of literary terminology such as: juxtaposition, subtext, motifs, symbols, theme.</p> <p>Unit 3: Discuss thematic issues such as: individual versus society, ostracized, racism and sexism, head versus heart, hypocrisy.</p> <p>Discussion of literary elements: symbolism, Romanticism, Realism, psychological landscaping, juxtaposition, irony (types of irony), satire, imagery, mood, tone.</p> <p>Unit 5: Thematic issues: individual vs. society, loss of identity, mob mentality, good vs. evil, psychoanalytic theory (id, ego,</p>	<p>Unit 1: Anchor Text: William Shakespeare's Macbeth Related Readings: 1984</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, "No Name Woman", "Young Goodman Brown"</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	

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	<p>superego), religion.</p> <p>Unit 7: Thematic issues: American dream, Disillusionment of the American Dream, illusion vs. reality.</p>		
<p>CE3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p>	<p>Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production)</p> <p>Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis;</p> <p>Discuss themes of the power of language, character, fate, free will, power's ability to corrupt, propaganda</p> <p>Discussion and application of literary terminology such as: juxtaposition, subtext, motifs, symbols, theme.</p> <p>Unit 2: Read Brave New World and Frankenstein.</p> <p>Unit 3: Discuss thematic issues such as: individual versus society, ostracized, racism and sexism, head versus heart, hypocrisy.</p> <p>Discussion of literary elements: symbolism, Romanticism, Realism, psychological landscaping, juxtaposition, irony (types of irony), satire, imagery, mood, tone.</p> <p>Discussion of what is "classic" literature and the topic of censorship.</p> <p>Unit 5: Read Lord of the Flies.</p> <p>Thematic issues: individual</p>	<p>Unit 1: Anchor Text: William Shakespeare's Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, "No Name Woman", "Young Goodman Brown"</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>vs. society, loss of identity, mob mentality, good vs. evil, psychoanalytic theory (id, ego, superego), religion.</p> <p>Unit 7: Thematic issues: American dream, Disillusionment of the American Dream, illusion vs. reality.</p>		
<p>CE3.1.3 Recognize a variety of plot structures and elements (e.g. story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p>	<p>Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production)</p> <p>Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis;</p> <p>Discussion and application of literary terminology such as: juxtaposition, subtext, motifs, symbols, theme.</p> <p>Unit 2: read Brave New World and Frankenstein</p> <p>Unit 3: Discuss thematic issues such as: individual versus society, ostracized, racism and sexism, head versus heart, hypocrisy.</p> <p>Discussion of literary elements: symbolism, Romanticism, Realism, psychological landscaping, juxtaposition, irony (types of irony), satire, imagery, mood, tone.</p> <p>Discussion of what is “classic” literature and the topic of censorship.</p> <p>Unit 5: Read Lord of the Flies.</p> <p>Thematic issues: individual vs. society, loss of identity, mob mentality, good vs. evil,</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>psychoanalytic theory (id, ego, superego), religion.</p> <p>Unit 7: Thematic issues: American dream, Disillusionment of the American Dream, illusion vs. reality.</p>		
<p>CE3.1.4 Analyze characteristics of specific works and authors (e.g. voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.</p>	<p>Unit 1: Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis;</p> <p style="padding-left: 40px;">Discuss themes of the power of language, character, fate, free will, power’s ability to corrupt, propaganda</p> <p style="padding-left: 40px;">Discussion and application of literary terminology such as: juxtaposition, subtext, motifs, symbols, theme.</p> <p>Unit 3: Discuss thematic issues such as: individual versus society, ostracized, racism and sexism, head versus heart, hypocrisy.</p> <p style="padding-left: 40px;">Discussion of literary elements: symbolism, Romanticism, Realism, psychological landscaping, juxtaposition, irony (types of irony), satire, imagery, mood, tone.</p> <p style="padding-left: 40px;">Discussion of what is “classic” literature and the topic of censorship.</p> <p>Unit 5: Thematic issues: individual vs. society, loss of identity, mob mentality, good vs. evil, psychoanalytic theory (id, ego, superego), religion.</p> <p>Unit 7: Thematic issues: American dream, Disillusionment of the American Dream, illusion vs.</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	Q

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<p>CE3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.</p>	<p>reality.</p> <p>Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production) Discuss themes of the power of language, character, fate, free will, power’s ability to corrupt, propaganda Discussion and application of literary terminology such as: juxtaposition, subtext, motifs, symbols, theme.</p> <p>Unit 2: read Brave New World and Frankenstein</p> <p>Unit 3: Discuss thematic issues such as: individual versus society, ostracized, racism and sexism, head versus heart, hypocrisy. Discussion of literary elements: symbolism, Romanticism, Realism, psychological landscaping, juxtaposition, irony (types of irony), satire, imagery, mood, tone.</p> <p>Unit 4: Write an impromptu timed essay.</p> <p>Unit 5: Read Lord of the Flies. Thematic issues: individual vs. society, loss of identity, mob mentality, good vs. evil, psychoanalytic theory (id, ego, superego), religion.</p> <p>Unit 7: Thematic issues: American dream, Disillusionment of the American Dream, illusion vs. reality.</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>
<p>CE3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to</p>	<p>Unit 1: Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p>	

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reader.	<p>dramatic irony, hubris, hamartia, nemesis;</p> <p>Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis;</p> <p>Discuss themes of the power of language, character, fate, free will, power’s ability to corrupt, propaganda</p> <p>Discussion and application of literary terminology such as: juxtaposition, subtext, motifs, symbols, theme.</p> <p>Unit 3: Discuss thematic issues such as: individual versus society, ostracized, racism and sexism, head versus heart, hypocrisy.</p> <p>Discussion of literary elements: symbolism, Romanticism, Realism, psychological landscaping, juxtaposition, irony (types of irony), satire, imagery, mood, tone.</p> <p>Discussion of what is “classic” literature and the topic of censorship.</p> <p>Unit 5: Thematic issues: individual vs. society, loss of identity, mob mentality, good vs. evil, psychoanalytic theory (id, ego, superego), religion.</p> <p>Unit 7: Thematic issues: American dream, Disillusionment of the American Dream, illusion vs. reality.</p>	<p>Unit 3: Anchor Text: Scarlet Letter</p> <p>Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 7: Anchor Text: The Great Gatsby</p> <p>Related Reading: Death of a Salesman</p>	
CE3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.	Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984	

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HSCE	Activities	Resources/Materials	Assessment
	<p>Production) Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis; Discuss themes of the power of language, character, fate, free will, power’s ability to corrupt, propaganda Discuss themes of the power of language, character, fate, free will, power’s ability to corrupt, propaganda Understand British/Scottish culture, history and society as it is revealed through its literature and drama. Discussion and application of literary terminology such as: juxtaposition, subtext, motifs, symbols, theme. Unit 2: read Brave New World and Frankenstein Examine each text in regard to cultural (social and historic) influences, focusing on how culture shapes authorial point of view and attitude. Unit 3: Discuss thematic issues such as: individual versus society, ostracized, racism and sexism, head versus heart, hypocrisy. Discussion of literary elements: symbolism, Romanticism, Realism, psychological landscaping, juxtaposition, irony (types of irony), satire, imagery, mood, tone. Discussion of what is “classic”</p>	<p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown” Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave” Unit 5: Anchor Text: Lord of the Flies Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>literature and the topic of censorship.</p> <p>Unit 4: Consider the historical and cultural context and influence on each novel.</p> <p>Unit 5: Read Lord of the Flies. Consider the historical and cultural context and influence on each novel.</p> <p>Thematic issues: individual vs. society, loss of identity, mob mentality, good vs. evil, psychoanalytic theory (id, ego, superego), religion.</p> <p>Unit 7: Research/discussion of historical context, specifically examining the roaring 20's. Thematic issues: American dream, Disillusionment of the American Dream, illusion vs. reality.</p>		
<p>CE3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p>	<p>Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production) Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis; Discuss themes of the power of language, character, fate, free will, power's ability to corrupt, propaganda Understand British/Scottish culture, history and society as it is revealed through its literature and drama. Discussion and application of literary terminology such as: juxtaposition, subtext, motifs,</p>	<p>Unit 1: Anchor Text: William Shakespeare's Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, "No Name Woman", "Young Goodman Brown" Unit 4: Anchor Text: Cuckoo's Nest Related Reading: "No Name Woman", "The Ones Who Walk Away from Omelas", "Take the Red Pill", "The Other Side of the Hedge",</p>	

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	<p>symbols, theme.</p> <p>Unit 2: read Brave New World and Frankenstein Examine each text in regard to cultural (social and historic) influences, focusing on how culture shapes authorial point of view and attitude.</p> <p>Unit 3: Discuss thematic issues such as: individual versus society, ostracized, racism and sexism, head versus heart, hypocrisy. Discussion of literary elements: symbolism, Romanticism, Realism, psychological landscaping, juxtaposition, irony (types of irony), satire, imagery, mood, tone. Discussion of what is “classic” literature and the topic of censorship.</p> <p>Unit 4: Consider the historical and cultural context and influence on each novel.</p> <p>Unit 5: Read Lord of the Flies. Consider the historical and cultural context and influence on each novel. Thematic issues: individual vs. society, loss of identity, mob mentality, good vs. evil, psychoanalytic theory (id, ego, superego), religion.</p> <p>Unit 7: Research/discussion of historical context, specifically examining the roaring 20’s. Thematic issues: American dream, Disillusionment of the American Dream, illusion vs. reality.</p>	<p>“Allegory of the Cave”</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 7: Anchor Text: The Great Gatsby</p> <p>Related Reading: Death of a Salesman</p>	

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HSCE	Activities	Resources/Materials	Assessment
<p>CE3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p>	<p>Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production)</p> <p>Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis;</p> <p>Discuss themes of the power of language, character, fate, free will, power's ability to corrupt, propaganda</p> <p>Discussion and application of literary terminology such as: juxtaposition, subtext, motifs, symbols, theme.</p> <p>Unit 2: read Brave New World and Frankenstein</p> <p>Unit 3: Discuss thematic issues such as: individual versus society, ostracized, racism and sexism, head versus heart, hypocrisy.</p> <p>Discussion of literary elements: symbolism, Romanticism, Realism, psychological landscaping, juxtaposition, irony (types of irony), satire, imagery, mood, tone.</p> <p>Discussion of what is "classic" literature and the topic of censorship.</p> <p>Unit 5: Read Lord of the Flies.</p> <p>Thematic issues: individual vs. society, loss of identity, mob mentality, good vs. evil, psychoanalytic theory (id, ego, superego), religion.</p> <p>Unit 7: Thematic issues: American dream,</p>	<p>Unit 1: Anchor Text: William Shakespeare's Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, "No Name Woman", "Young Goodman Brown"</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>Disillusionment of the American Dream, illusion vs. reality.</p>		
<p>CE3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.</p>	<p>Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production)</p> <p>Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis;</p> <p>Discuss themes of the power of language, character, fate, free will, power's ability to corrupt, propaganda</p> <p>Understand British/Scottish culture, history and society as it is revealed through its literature and drama.</p> <p>Discussion and application of literary terminology such as: juxtaposition, subtext, motifs, symbols, theme.</p> <p>Unit 2: read Brave New World and Frankenstein</p> <p>Examine each text in regard to cultural (social and historic) influences, focusing on how culture shapes authorial point of view and attitude.</p> <p>Unit 3: Discuss thematic issues such as: individual versus society, ostracized, racism and sexism, head versus heart, hypocrisy.</p> <p>Discussion of literary elements: symbolism, Romanticism, Realism, psychological landscaping, juxtaposition, irony (types of irony), satire, imagery, mood,</p>	<p>Unit 1: Anchor Text: William Shakespeare's Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, "No Name Woman", "Young Goodman Brown"</p> <p>Unit 4: Anchor Text: Cuckoo's Nest Related Reading: "No Name Woman", "The Ones Who Walk Away from Omelas", "Take the Red Pill", "The Other Side of the Hedge", "Allegory of the Cave"</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: "Unpacking the Invisible Knapsack" Related Viewing: "American History X", excerpts for "Native Son", "Eye of the Storm", "Crash"</p> <p>Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>tone. Discussion of what is “classic” literature and the topic of censorship.</p> <p>Unit 4: Consider the historical and cultural context and influence on each novel.</p> <p>Unit 5: Read Lord of the Flies. Consider the historical and cultural context and influence on each novel.</p> <p>Thematic issues: individual vs. society, loss of identity, mob mentality, good vs. evil, psychoanalytic theory (id, ego, superego), religion.</p> <p>Unit 6: Compare and contrast issues from the novel and the film.</p> <p>Unit 7: Research/discussion of historical context, specifically examining the roaring 20’s. Thematic issues: American dream, Disillusionment of the American Dream, illusion vs. reality.</p>		
<p>STANDARD 3.2 <i>Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g. myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i></p>			
<p>CE3.2.1 Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p>	<p>Unit 2: examine each story in terms of the elements of science fiction.</p>	<p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p>	
<p>CE3.2.2 Identify different types of poetry (e.g. epic, lyric,</p>			

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sonnet, free verse) and explain how specific features (e.g. figurative language, imagery, rhythm, alliteration, etc.) influence meaning.			
CE3.2.3 Identify how elements of dramatic literature (e.g. dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.	Unit 1: Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis;	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984	
CE3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g. posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).	Unit 1: Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis; Unit 4: Write an impromptu timed essay. Unit 7: Read selected sections of the play aloud in class.	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave” Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman	Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.
CE3.2.5 Respond to literature in a variety of ways (e.g. dramatic interpretation, reader’s theatre, literature circles, illustration, writing in a character’s voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.	Unit 1: Learn basic elements of Shakespearian drama, such as exposition, tragic hero, and dramatic irony, hubris, hamartia, nemesis; Unit 4: Write an impromptu timed essay.	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”	Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.
STANDARD 3.3 <i>Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</i>			
CE3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g. Romanticism, Puritanism, the Harlem	Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production)	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous	

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Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.	Unit 2: read Brave New World and Frankenstein Unit 5: Read Lord of the Flies. Unit 7: Read selected sections of the play aloud in class.	Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 5: Anchor Text: Lord of the Flies Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman	
CE3.3.2 Read and analyze classic contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.	Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production) Unit 2: read Brave New World and Frankenstein Unit 5: Read Lord of the Flies.	Unit 1: Anchor Text: William Shakespeare's Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 5: Anchor Text: Lord of the Flies	
CE3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, political).	Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production) Unit 2: read Brave New World and Frankenstein Unit 5: Read Lord of the Flies.	Unit 1: Anchor Text: William Shakespeare's Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 5: Anchor Text: Lord of the Flies	
CE3.3.4 Demonstrate knowledge of American minority literature and the contributions of minority writers.	Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production) Unit 2: read Brave New World and Frankenstein Unit 5: Read Lord of the Flies.	Unit 1: Anchor Text: William Shakespeare's Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 5: Anchor Text: Lord of the Flies	
CE3.3.5 Demonstrate familiarity with world literature,	Unit 1: Read Macbeth in class,	Unit 1: Anchor Text: William	

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including authors beyond American and British literary traditions.	listen to the audio recording (A Shakespeare Recording Society Production) Unit 2: read Brave New World and Frankenstein Unit 5: Read Lord of the Flies.	Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 5: Anchor Text: Lord of the Flies	
CE3.3.6 Critically examine standards of literary judgment (e.g. aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g. canon formation, “classis” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).	Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production) Unit 2: read Brave New World and Frankenstein Unit 5: Read Lord of the Flies. Unit 6: Compare and contrast issues from the novel and the film.	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 5: Anchor Text: Lord of the Flies Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”	
STANDARD 3.4 <i>Examine mass media, film, series fiction, and other texts from popular culture popular culture.</i>			
CE3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	Unit 1: View various film excerpts/adaptations of Macbeth for critical analysis and comparison. Unit 2: View films and film excerpts that that explore style, genres and themes such as: Gattaca, Nosferatu, Dracula, Blade Runner. Unit 3: Read Scarlet Letter in excruciatingly close detail.	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 3: Anchor Text: Scarlet Letter	

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HSCE	Activities	Resources/Materials	Assessment
	<p>Read Huckleberry Finn. Use “The Simpsons” episodes as examples of satire and satirical elements such as: hyperbole, understatement, irony, caricature, slapstick, parody.</p> <p>Unit 4: Read One Flew Over the Cuckoo’s Nest. Read the selected short stories and articles. Show the films, One Flew Over the Cuckoo’s Nest and The Truman Show, The Matrix. Discuss themes: individual vs. society, oppression, mechanization of society. Literary terminology: allegory, symbolism, religious imagery, microcosm.</p> <p>Unit 5: Show excerpts of the film. Literary terminology: allegory, symbolism, religious imagery, juxtaposition.</p> <p>Unit 6: Read Malcolm X and/or Native Son.</p> <p>Unit 7: Read the novel and the play The Great Gatsby. View the film, “Born Rich” and relate it to old money and new money in Great Gatsby. Literary terminology: symbolism, motif, imagery, flashback, unreliable narrator.</p>	<p>Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	
CE3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.	<p>Unit 1: View various film excerpts/adaptations of Macbeth for critical analysis and comparison.</p> <p>Unit 2: View films and film excerpts that that explore style, genres and themes such as: Gattaca, Nosferatu, Dracula, Blade Runner.</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p>	

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	<p>Unit 3: Read <i>Scarlet Letter</i> in excruciatingly close detail. Read <i>Huckleberry Finn</i>. Use “The Simpsons” episodes as examples of satire and satirical elements such as: hyperbole, understatement, irony, caricature, slapstick, parody.</p> <p>Unit 4: Read <i>One Flew Over the Cuckoo’s Nest</i>. Read the selected short stories and articles. Show the films, <i>One Flew Over the Cuckoo’s Nest</i> and <i>The Truman Show</i>, <i>The Matrix</i>. Discuss themes: individual vs. society, oppression, mechanization of society. Literary terminology: allegory, symbolism, religious imagery, microcosm.</p> <p>Unit 5: Show excerpts of the film. Literary terminology: allegory, symbolism, religious imagery, juxtaposition.</p> <p>Unit 6: Read <i>Malcolm X</i> and/or <i>Native Son</i>.</p> <p>Unit 7: Read the novel and the play <i>The Great Gatsby</i>. View the film, “Born Rich” and relate it to old money and new money in <i>Great Gatsby</i>. Literary terminology: symbolism, motif, imagery, flashback, unreliable narrator.</p>	<p>Unit 3: Anchor Text: <i>Scarlet Letter</i> Related Reading: <i>Huckleberry Finn</i>, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: <i>Cuckoo’s Nest</i> Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p> <p>Unit 5: Anchor Text: <i>Lord of the Flies</i></p> <p>Unit 6: Anchor Text: <i>The Autobiography of Malcolm X, Native Son</i> Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 7: Anchor Text: <i>The Great Gatsby</i> Related Reading: <i>Death of a Salesman</i></p>	
CE3.4.3	Understand the ways people use media in their personal and public lives.		
CE3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news		

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articles in newspapers, magazines, and the visual media.			
STANDARD 4.1 <i>Understand and use the English language effectively in a variety of contexts and settings.</i>			
CE4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.			
CE4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g. context, print and electronic dictionaries, thesauruses, glossaries, and others).			
CE4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g. persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).	Unit 7: Read selected sections of the play aloud in class. Group interpretation/discussion and performance of scenes.	Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman	
CE4.1.4 Control standard English structures in a variety of contexts (e.g. formal speaking, academic prose, business, and public writing) using language carefully and precisely.	Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions. Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material. Unit 2: Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel,	Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”	

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	<p>based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p>		
<p>CE4.1.5 Demonstrates use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	<p>Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions.</p> <p>Write a formal analysis paper on selected topics about Macbeth/1984. Students will write, edit and rewrite essays, incorporating evidence from the play/novel (details, imagery, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 2: Write an extended essay on a selected topic concerning either or both texts. Such topics may include: explaining how a theme or motif is developed in the novel, based on careful observation of textual details; explaining how religion shape the story; explaining themes of cultural insularity or insensitivity; offering insight to major themes from either novel.</p> <p>Unit 3: Write a descriptive and</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 3: Anchor Text: Scarlet Letter Related Reading: Huckleberry Finn, “No Name Woman”, “Young Goodman Brown”</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”, “Allegory of the Cave”</p>	<p>Unit 4: Grade and score the essay according to the SAT, ACT, and MEAP rubrics.</p>

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	<p>analytic essay exploring the idea of psychological landscaping as related to their bedroom.</p> <p>Unit 4: Write an impromptu timed essay.</p>		
STANDARD 4.2 <i>Understand how language variety reflects and shapes experience.</i>			
<p>CE4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g. ethnic communities, social groups, professional organizations).</p>	<p>Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production)</p> <p>Unit 2: read Brave New World and Frankenstein</p> <p>Unit 5: Read Lord of the Flies.</p> <p>Unit 6: Learn the language of oppression, such as: prejudice, discrimination, covert/overt racism, internalized oppression, double ceiling oppression, oppression, racism, etc.</p> <p style="padding-left: 40px;">In depth discussion regarding racism and personal experiences and observations regarding this topic.</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p>	
<p>CE4.2.2 Understand the implications and potential consequences of language use (e.g. appropriate professional speech; sexist, racist, homophobic language).</p>	<p>Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production)</p> <p>Unit 2: read Brave New World and Frankenstein</p> <p>Unit 4: Read One Flew Over the Cuckoo’s Nest.</p> <p>Unit 5: Read Lord of the Flies.</p> <p>Unit 6: Read Malcolm X and/or Native Son.</p> <p style="padding-left: 40px;">Learn the language of oppression, such as: prejudice, discrimination, covert/overt racism, internalized oppression,</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”,</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>double ceiling oppression, oppression, racism, etc. In depth discussion regarding racism and personal experiences and observations regarding this topic. Unit 7: Read the novel and the play The Great Gatsby.</p>	<p>“Allegory of the Cave” Unit 5: Anchor Text: Lord of the Flies Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash” Unit 7: Anchor Text: The Great Gatsby Related Reading: Death of a Salesman</p>	
<p>CE4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.</p>	<p>Unit 6: Learn the language of oppression, such as: prejudice, discrimination, covert/overt racism, internalized oppression, double ceiling oppression, oppression, racism, etc. In depth discussion regarding racism and personal experiences and observations regarding this topic.</p>	<p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son Related Readings: “Unpacking the Invisible Knapsack” Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p>	
<p>CE4.2.4 Understand the appropriate uses and implications of casual or informal versus language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g. propaganda, homophobic language, and racial, ethnic, or gender epithets).</p>	<p>Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production) Unit 2: read Brave New World and Frankenstein Unit 4: Read One Flew Over the Cuckoo’s Nest. Unit 5: Read Lord of the Flies. Unit 6: Read Malcolm X and/or Native Son. Learn the language of oppression, such as: prejudice, discrimination, covert/overt racism, internalized oppression,</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth Related Readings: 1984 Unit 2: Anchor Text: Aldous Huxley: Brave New World Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron Unit 4: Anchor Text: Cuckoo’s Nest Related Reading: “No Name Woman”, “The Ones Who Walk Away from Omelas”, “Take the Red Pill”, “The Other Side of the Hedge”,</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>double ceiling oppression, oppression, racism, etc.</p> <p>In depth discussion regarding racism and personal experiences and observations regarding this topic.</p> <p>Unit 7: Read the novel and the play The Great Gatsby.</p>	<p>“Allegory of the Cave”</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son</p> <p>Related Readings: “Unpacking the Invisible Knapsack”</p> <p>Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p> <p>Unit 7: Anchor Text: The Great Gatsby</p> <p>Related Reading: Death of a Salesman</p>	
<p>CE4.2.5 Recognize language bias in one’s community, school, textbooks, the public press, and in one’s own use of language.</p>	<p>Unit 1: Read Macbeth in class, listen to the audio recording (A Shakespeare Recording Society Production)</p> <p>Unit 2: read Brave New World and Frankenstein</p> <p>Unit 5: Read Lord of the Flies.</p> <p>Unit 6: Learn the language of oppression, such as: prejudice, discrimination, covert/overt racism, internalized oppression, double ceiling oppression, oppression, racism, etc.</p> <p>In depth discussion regarding racism and personal experiences and observations regarding this topic.</p> <p>Compare and contrast issues from the novel and the film.</p>	<p>Unit 1: Anchor Text: William Shakespeare’s Macbeth</p> <p>Related Readings: 1984</p> <p>Unit 2: Anchor Text: Aldous Huxley: Brave New World</p> <p>Related Reading: Mary Shelley: Frankenstein; Ray Bradbury: Harrison Bergeron</p> <p>Unit 5: Anchor Text: Lord of the Flies</p> <p>Unit 6: Anchor Text: The Autobiography of Malcolm X, Native Son</p> <p>Related Readings: “Unpacking the Invisible Knapsack”</p> <p>Related Viewing: “American History X”, excerpts for “Native Son”, “Eye of the Storm”, “Crash”</p>	