

Timeline	Curriculum Standards & Benchmarks-Essential Questions or Unit	Learning Targets	Vocabulary	Assessment
September /October	<p>CCS Standards Reading: RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5 (http://www.corestandards.org/ELA-Literacy/RL/11-12/)</p> <p>CCS Standards Writing: W.11-12.2, W11-12.5, W11-12.9 (http://www.corestandards.org/ELA-Literacy/W/11-12/)</p> <p>CCS Standards Speaking and Listening: SL.11-12.1 (http://www.corestandards.org/ELA-Literacy/SL/11-12/)</p> <p>CCS Standards Language: L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.5 (http://www.corestandards.org/ELA-Literacy/L/11-12/)</p>	<p>Students will continue to develop skills that they have begun in grades 9-11 while reading <i>Hamlet</i> by William Shakespeare. Students will:</p> <ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Cite specific textual evidence to support analysis 	<p>Catharsis Dramatic Irony Characterization Exposition Resolution Climax Context Motivation Monologue Soliloquy Tragedy Passage Evidence Reasoning Citation Argument Audience</p>	<p>Responses to text-dependent questions focused on character development, central idea development, and word choice through discussion and informal writing prompts</p> <p>Students select textual evidence from one of Hamlet’s first three soliloquies to craft a multi-paragraph response about how Shakespeare develops Hamlet’s character in relation to other characters.</p> <p>In the End-of-Unit Assessment, students individually write a multi-paragraph response addressing the following prompt: Identify two central ideas from the play. How do these ideas interact and build on one another over the course of the play? In your response, identify and discuss at least one literary device that Shakespeare uses to develop or relate these central ideas.</p>

<p>November/ December</p>	<p>CCS Standards Reading: RL.11-12.1-5, 7, 9, 10 (http://www.corestandards.org/ELA-Literacy/RL/11-12/)</p> <p>CCS Standards Reading: RI.11-12.1-2, 4-10 (http://www.corestandards.org/ELA-Literacy/RI/11-12/)</p> <p>CCS Standards Writing: W.11-12.2, 4, 5, 7, 8, 9, 10 (http://www.corestandards.org/ELA-Literacy/W/11-12/)</p> <p>CCS Standards Speaking and Listening: SL.11-12.1 (http://www.corestandards.org/ELA-Literacy/SL/11-12/)</p> <p>CCS Standards Language: L.11-12.1-6 (http://www.corestandards.org/ELA-Literacy/L/11-12/)</p>	<p>Students will continue to develop skills that they have begun in grades 9-11 while reading <i>The Crucible</i> by Arthur Miller. Students will:</p> <ul style="list-style-type: none"> Analyze the major themes of <i>The Crucible</i> and explain the significance of those themes in today's society. Analyze literary elements including characterization, conflict, setting, diction, and structure and their effect on overall meaning, tone, and theme. Consider the similarities and differences between the Puritans of Salem village with contemporary Americans. Analyze and evaluate the effectiveness of the structure an author uses in his or her writing, including whether the structure makes points clear, convincing, and engaging. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. Analyze how style and content contribute to the power, persuasiveness or beauty of the text. Analyze seventeenth- and eighteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Write a coherent expository essay with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion. 	<p>Cold War Herd Behavior / Herd Mentality Hysteria Mob Mentality McCarthyism Puritan / Puritanism Red Scare Scapegoat Witch hunt</p> <p>Allusion Antagonist Characterization Conflict (internal/external) Figurative Language (simile, metaphor, personification, hyperbole) Imagery Irony (e.g., dramatic, situational, verbal) Oxymoron Parallelism Point of view Protagonist Overture Stage Directions Theme Tone</p>	<p>Responses to text-dependent questions focused on character development, central idea development, and word choice through discussion and informal writing prompts</p> <p>What are the advantages and disadvantages of conforming? After reading <i>The Crucible</i> by Arthur Miller and other texts, write an essay that examines the causes of hysteria, mob mentality, and scapegoating, and explains the effects of these phenomena on society as a whole. What conclusions or implications can you draw? Support your discussion with evidence from the texts.</p>
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<p>January / February</p>	<p>CCS Standards Reading: RL.11-12.1-4, 6-7 (http://www.corestandards.org/ELA-Literacy/RL/11-12/)</p> <p>CCS Standards Reading: RI.11-12.5 (http://www.corestandards.org/ELA-Literacy/RI/11-12/)</p> <p>CCS Standards Writing: W.11-12.1</p> <p>CCS Standards Speaking and Listening: SL.11-12.1 (http://www.corestandards.org/ELA-Literacy/SL/11-12/)</p> <p>CCS Standards Language: L.11-12.1-6 (http://www.corestandards.org/ELA-Literacy/L/11-12/)</p>	<p>Students will continue to develop skills that they have begun in grades 9-11 while reading <i>The Great Gatsby</i> by F. Scott Fitzgerald and <i>Of Mice and Men</i> by John Steinbeck. Students will:</p> <ul style="list-style-type: none"> Analyze the impact of the authors' choices regarding the development of and relationship among story elements in the novel. Make inferences about the significance of where the story is set and its characters. Determine the significance of the author's purpose and message. Identify authors' use of figurative and connotative language and the impact of specific word choices on meaning and tone. Initiate and participate effectively in collaborative discussions. Explore and comment on the author's choices of setting and characterization. Cite thoughts, words, and actions to reveal character traits, the significance of setting, and plot development. Analyze both plot and character development Explore the idea of the American Dream as it relates to the novels 	<p>characterization setting irony allegory symbolism foreshadowing plot conflict theme tone mood allusion flashback simile metaphor</p>	<p>Responses to text-dependent questions focused on character development, central idea development, and word choice through discussion and informal writing prompts</p>
<p>March / April</p>	<p>CCS Standards College and Career Readiness: CCRA.R.9</p>	<p>Students will continue to develop skills that they have begun in grades 9-11 while reading</p>	<p>Setting Characterization Symbolism</p>	<p>Students participate in reading and discussion, write informally in response to text based</p>

	<p>(http://www.corestandards.org/ELA-Literacy/CCRA/R/)</p> <p>CCS Standards Reading: RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5 (http://www.corestandards.org/ELA-Literacy/RL/11-12/)</p> <p>CCS Standards Writing: W.11-12.2.a-f, W.11-12.3.a-d, W.11-12.9.a (http://www.corestandards.org/ELA-Literacy/W/11-12/)</p> <p>CCS Standards Speaking and Listening: SL.11-12.1.a, c, d (http://www.corestandards.org/ELA-Literacy/SL/11-12/)</p> <p>CCS Standards Language: L.11-12.1, L.11-12.2, L.11-12.4.a, b (http://www.corestandards.org/ELA-Literacy/L/11-12/)</p>	<p>“The Overcoat” by Nikolai Gogol and <i>The Namesake</i> by Jhumpa Lahiri. Students will:</p> <ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive, evidence-based discussions about texts • Collect and organize evidence from texts to support analysis in writing and discussions • Use vocabulary strategies to define unknown words • Independently read a text in preparation for supported analysis • Paraphrase and quote relevant evidence from a text • Make claims about texts using specific textual evidence • Independently read and annotate text in preparation for evidence-based discussion • Generate and respond to questions in scholarly discourse • Practice narrative, argument, and informative writing techniques and skills 	<p>Syntax Diction</p>	<p>prompts, and participate in evidence-based discussions.</p> <p>Students use textual evidence from Nikolai Gogol’s “The Overcoat” to craft a formal, multi-paragraph response to the following prompt: How does Gogol’s use of the overcoat relate to two interacting central ideas?</p> <p>Students engage in a formal, evidence-based discussion in response to the following prompt: Compare Nikolai Gogol’s and Jhumpa Lahiri’s approaches to identity in “The Overcoat” and <i>The Namesake</i>.</p>
<p>May</p>	<p>Employability Skills (Not common core standards)</p>	<p>Students will develop skills necessary to complete their senior portfolios and prepare for senior interviews, which generally take place mid-May, the week before their final exams.</p>	<p>Interview Resume Goals Gap Analysis</p>	<p>Senior Portfolio Senior Interview</p>