

YEARLONG OVERVIEW 10th GRADE MODERN MYTHOLOGY 2011-2012

	<i>Of Mice and Men</i>	History of the English Language	<i>Antigone</i>	<i>Lord of the Flies</i>	<i>Night</i>	<i>Othello</i>
Essential Questions	<ul style="list-style-type: none"> □ How do we engage in meaningful dialogue about literature? □ What is good literature? □ What is a hero? □ Why does literature matter? 					
Time Frame	September-Mid-October (First Marking Period)	Mid-October-Late November (First and Second Marking Period)	December (2nd Marking Period)	Late December-February (Third Marking Period)	March (Third Marking Period)	April-May (Fourth Marking Period)
Unit Guiding Questions	<p>What is friendship?</p> <p>What defines a family?</p> <p>When do people deserve the consequences of their actions?</p> <p>Are certain crimes tolerable?</p> <p>How are racism and prejudice manifested?</p> <p>What is loyalty?</p> <p>How is <i>OMAM</i> an example of "modern mythology"?</p>	<p>What are the origins of our common language?</p> <p>How does language influence literature?</p> <p>How does literature influence the development of language?</p> <p>Where do history and literature overlap?</p> <p>What is modern?</p>	<p>Is it acceptable to always follow your own conscience?</p> <p>What is a tragic hero?</p> <p>How do cultural norms play out on the members of the society?</p>	<p>What is a noble savage?</p> <p>How much fun is too much?</p> <p>When should children be subjected to reality?</p> <p>Is humanity inherently flawed?</p> <p>How is <i>LOTF</i> an example of "modern mythology"?</p> <p>What is civilization?</p>	<p>How do people change when subjected to extreme circumstances?</p> <p>Why do we struggle with faith?</p> <p>What importance does family play in our lives?</p> <p>How is <i>Night</i> an example of "modern mythology"?</p>	<p>Is it possible to know the inner truth of a person?</p> <p>How do we differentiate truth from fiction?</p> <p>What is an outsider and how is an outsider treated?</p> <p>What is isolation?</p> <p>What are the effects of jealousy?</p> <p>What is loyalty?</p> <p>How is <i>Othello</i> an example of "modern mythology"?</p>
Core Assessments	<p>Journal (Bellwork & Homework)</p> <p>Pre-Assessments (Editing and Revising, Response to Literature, and Literary Terms)</p> <p><i>OMAM</i> Essay</p> <p><i>OMAM</i> Trial of George Milton</p> <p>Reading quizzes</p>	<p>Journal (Bellwork & Homework)</p> <p><i>Canterbury Tales</i> Historical Paper</p>	<p>Journal (Bellwork & Homework)</p> <p><i>Antigone</i> Reader's Theater</p> <p><i>Antigone</i> Essay</p> <p>Reading quizzes</p> <p>Grammar Teaching Unit</p>	<p>Journal (Bellwork & Homework)</p> <p><i>Lord of the Flies</i> Essay</p> <p>Mid-Term Assessment</p> <p>Reading quizzes</p>	<p>Journal (Bellwork & Homework)</p> <p><i>Night</i> Essay</p> <p>Reading quizzes</p>	<p>Journal (Bellwork & Homework)</p> <p><i>Othello</i> Essay</p> <p>Reading quizzes</p> <p>Post-Assessment</p> <p>Final Exam</p>
History Themes	Great Depression	History of the English Language/ <i>Henry V</i>	Greek Social Norms, Definition of Morality (Machiavelli)	World War II	World War II, Holocaust, <i>Exodus</i>	Military Action & Effect on Daily Life; History of the English Language
Major Texts	<i>Of Mice and Men</i> , by John Steinbeck	"Wife of Bath" from <i>Canterbury Tales</i>	"Antigone," by Sophocles	<i>Lord of the Flies</i> , by William Golding	<i>Night</i> , by Elie Wiesel	<i>Othello</i> , by William Shakespeare

Additional Texts	<p>Legal terms, State of CT jury handbook</p> <p>"I Hear America Singing" Walt Whitman</p> <p>"Of One's Self I Sing" Walt Whitman</p> <p>"A Rose for Emily" William Faulkner</p> <p>"Pantom of the Great Depression"</p> <p>"Meant to Live" and "Cleanser"</p>	<p>"The Pit and the Pendulum" by Edgar Allan Poe</p> <p>History of English Language Articles</p> <p>"Complaint to His Purse" by Geoffrey Chaucer</p> <p>Excerpt from <i>Beowulf</i></p> <p>(Individual Research)</p>	<p>"A Hunger Artist"</p> <p>"Two Kinds"</p> <p>"The Lottery"</p> <p>"Much Madness is divinest Sense -" and "She rose to His requirement"</p> <p>"Warning" and "Dreams"</p> <p>"Miniver Cheevy"</p>	<p>"The Most Dangerous Game," by Richard Connell</p> <p>"Birches," by Robert Frost</p> <p>"A Modest Proposal," by Jonathan Swift</p> <p>"Harrison Bergeron" by Kurt Vonnegut</p>	<p>"Do Not Go Gentle into That Good Night," by Dylan Thomas</p> <p>(Individual Research)</p>	<p>Sonnet #18 (summer's day)</p> <p>Sonnet #130 (my mistress's eyes),</p> <p>Sonnet #142 (love is my sin)</p> <p>Sonnet #87 (too dear for my possessing);</p> <p>Sonnet #112 (love and pity)</p>
Seminars	<p>"To a Mouse," by Robert Burns</p> <p>"Brother, Can You Spare a Dime?"</p> <p>excerpt from "Nicomachean Ethics" by Aristotle</p>	<p>"Gentilesse" by Geoffrey Chaucer</p>	<p>Excerpt from Rousseau's <i>The Social Contract</i> Chapter 3</p> <p>Excerpt from "Civil Disobedience" by Henry David Thoreau</p> <p>Excerpt from <i>The Prince</i> by Nicolo Macchiavelli</p>	<p>from "Origin of the Species" by Charles Darwin (Chapter 4)</p> <p>Excerpt from "Leviathan" by Thomas Hobbes</p> <p>"Meditation XVII," by John Donne</p>	<p>"Frozen Jews" by Avrom Sutzkever</p> <p>"Had to Choose Life or Death for Jews"</p>	<p>"Why Read Shakespeare?" by JB Cheaney</p> <p>"A Cultural Context for <i>Othello</i>" by Kristin Johnson-Neshati</p>
Coached Projects	<p>The trial of George Milton</p> <p>OMAM Literature Circles</p>	<p>Temporal Journey via the Renaissance (interdisciplinary)</p>	<p>"Antigone" Literature Circles</p> <p>"Antigone" Scene Presentations</p>	<p>LOTF Artistic Project</p> <p>LOTF Literature Circles</p>	<p>Genocide/ Yom Hashoah Project (interdisciplinary)</p>	<p>Shakespeare Festival</p> <p>Sonnet Literature Circles</p>
State Standards (Language Arts Frameworks)	<p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>4.1, Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p>	<p>2.2 Students explore multiple responses to literature.</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p>

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CAPT FOCI	Basic Understanding; Connections	Critical Stance; Determining Importance	Connections; Critical Stance	critical stance, editing & revising, basic understanding, critical stance	Connections; Critical Stance	critical stance; basic understanding
Literary Terms & Elements	dialogue mood plot point of view irony synecdoche connotation characterization theme	Marxist Criticism Feminist Criticism New Historicist Criticism irony point of view tone allusion	anagnorisis apostrophe catharsis catastrophe tragic flaw peripeteia hamartia hubris plot paradox synecdoche oxymoron conflict theme denouement	setting style mood symbolism personification metaphor imagery tone foreshadowing connotation characterization conflict allusion	author's purpose setting style verisimilitude metaphor understatement rhetorical question tone foreshadowing paradox connotation antithesis	apostrophe conflict iambic pentameter characterization oxymoron allusion juxtaposition imagery irony foreshadowing parallelism hyperbole paradox anaphora synecdoche
Writing Foci/ Focus Correction Areas	• 3+ relevant, carefully selected, quotations	<i>Previous FCA's plus:</i>	<i>Previous FCA's plus:</i>	<i>Previous FCA's plus:</i>	<i>Previous FCA's plus:</i>	<i>Previous FCA's plus:</i>
	• All quotations analyzed skillfully and explicitly connected to thesis	• 3+ historical facts or ideas discovered in text that elucidate the 14th century	• Introduction paragraph contains lead, thesis, and map	Conclusion paragraph contains restatement of thesis, restatement of map, final thought	3+ relevant, carefully selected quotations from <i>Night</i>	No fragment sentences
	• Developed, logical, clear, concise thesis	• Facts are substantiated or contradicted by other historical sources	• No errors with women/woman	No errors with than/then	3+ relevant references/examples from social science experiments	No errors with: Your/You're; Who vs. Whom
	• Introduction and conclusion paragraphs present	• Effective and explicit use of literary criticism (New Historicist, Feminism, or Marxism)	• No errors with their/they're/there	No errors with to/too		
	• Written in third person			No errors with because/cause		
	• Original work			No errors with lose/loose		
	• MLA			No errors with commas		
	Grammar error are minimal			No errors with apostrophes		
	Personal Vocabulary Development and use of words					
	• No errors with run-ons					
• No errors with its/it's						
• No errors with women/woman						