

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

**SCHOLARS' CENTER FOR THE STUDY OF
HUMANITIES**

**HONORS LITERATURE AND ARTS
STUDIES II**

COURSE DESCRIPTION

Grade Level: 10

Department: Scholars' Center
for the Study of Humanities

Course Title: Honors Literature and Arts Studies II

Credits: 5

Course Code: 201650

Board of Education adoption date: August 22, 2011

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Honors Literature and Art II - Introduction

Introduction

Course Philosophy

This course integrates knowledge, skills, and attitudes into a framework which enables the student to learn more about literature and language, political organization and law, philosophy and religion, and art and music. It will provide students with the opportunity to discover and appreciate diverse value systems, especially as seen in the United States, and the interrelatedness of these systems in the world today. Through this study, students will understand human relationships as the universal fiber of society and develop the skills and values needed to govern those relationships. This understanding will enable students to be actively participating citizens and architects of the future. Incorporating intellectually challenging material as the foundation for student research and analysis, this course develops advanced research skills utilizing traditional as well as emerging technological techniques, written acuity, and sophisticated verbal communication skills.

Course Description

This is a one year, five credit, honors level course which meets all NJCCCS for English and satisfies one year of the NJ state requirements for four years of English. It is a literature and arts studies class for 10th grade student of the Scholars' Center for the Humanities. Besides developing specific research, writing, and literary criticism skills, the course will introduce the students to a wide variety of European and American literature. The course parallels the United States Cultures class as well as the Process Skills II class. This allows for an interdisciplinary approach applied to the learning process for students.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
<p>Unit One: Literary Criticism</p> <p>LA.9-10.RL.9-10.1 LA.9-10.RL.9-10.2 LA.9-10.RL.CCR.1 LA.9-10.RL.CCR.4 LA.9-10.RL.CCR.5 LA.9-10.RL.CCR.8 LA.9-10.W.9-10.2.f LA.9-10.W.9-10.1 LA.9-10.W.9-10.1.c-e LA.9-10.W.9-10.8</p>	<p>Literary criticisms are varied and involve interpretation. Literary criticism is subject to the author's point of view / perspective. Literary criticism can serve as foundations from which one can shape his/her own opinion. Literary criticism allows us to better understand the texts we read. Literary analysis enables us to recognize and understand an author's use of literary devices, and to interpret the meaning of literature.</p>	<p>What is literary criticism? What is the purpose of literary criticism? How is it possible for one work to produce varied and often contradictory analyses? How does literary criticism affect our understanding of literature? How does literary criticism provide a foundation for our own analysis? How does one effectively organize a written literary analysis?</p>	<p>Student survey</p> <p>Oral questions/discussion</p> <p>Anticipatory set questions</p>	<p>Student journals</p> <p>Written Assignments</p> <p>Quizzes</p> <p>Exit examination</p> <p>Observation</p> <p>Homework questions and responses</p>	<p>Unit test</p> <p>Rubric: Literary analysis</p>
<p>Unit Two: A Cultural Renaissance</p> <p>LA.9-10.RL.9-10.1 LA.9-10.RL.9-10.2 LA.9-10.RL.9-10.3 LA.9-10.RL.9-10.7 LA.9-10.RL.9-10.9 LA.9-10.RI.9-10.2 LA.9-10.RI.9-10.10 LA.9-10.W.9-10.6 LA.9-10.W.CCR.7 LA.9-10.SL.CCR.1 LA.9-10.SL.9-10.1 LA.9-10.SL.CCR.2 LA.9-10.L.9-10.1 LA.9-10.L.9-10.3.a LA.9-10.L.9-10.4.a LA.9-10.L.9-10.4.c</p>	<p>The philosophy of humanism, a rediscovery of antiquity, technology, exploration, and capitalism affected all art forms during the Renaissance. The Renaissance has affected our contemporary society.</p>	<p>What defines a Renaissance? What is humanism? What is a humanist? How did the philosophy of humanism influence the way artists viewed the world? How did science and technology aid in the evolution of the Renaissance? What role did humanism play in the Reformation? What role did capitalism have in the formation of the Renaissance point of view? What are the common elements of Renaissance literature, art, and music?</p>	<p>Pre-test</p> <p>Student survey</p> <p>Oral questions/discussion</p> <p>Anticipatory set questions</p>	<p>Quizzes and tests</p> <p>Research and define key terms</p> <p>Homework assignments</p> <p>Written assignments</p> <p>Observation</p> <p>Participation</p> <p>Performance/role play/acting</p> <p>Imitative painting project (Renaissance artist)</p>	<p>Cooperative learning project</p> <p>Individual project</p> <p>Individual and group presentations</p> <p>Unit test</p> <p>Research paper</p> <p>Multimedia presentation</p>

<p>Unit Three: The Puritan Perspective</p> <p>LA.9-10.RL.9-10.1 LA.9-10.RL.9-10.2 LA.9-10.RL.9-10.4 LA.9-10.RL.9-10.5 LA.9-10.RL.9-10.9 LA.9-10.W.9-10.1.d LA.9-10.W.9-10.3 LA.9-10.W.9-10.4 LA.9-10.W.9-10.5 LA.9-10.L.9-10.1 LA.9-10.L.9-10.1.a LA.9-10.L.9-10.2 LA.9-10.L.9-10.2.a LA.9-10.L.9-10.2.b LA.9-10.L.9-10.2.c LA.9-10.L.9-10.5 LA.9-10.L.9-10.5.a LA.9-10.L.9-10.5.b</p>	<p>Puritanism is a reaction to the events of the Renaissance period. Literature of the Puritan Era has affected early American and contemporary American writers. The principle known as the "Puritan ethic" derives from the Puritan belief that good can only be accomplished through hard work and self-discipline.</p>	<p>How did theocracy as a type of government promote intolerance, stereotyping, and mass hysteria? How are the attitudes, prejudice and intolerance of the Colonial/Puritan era revealed in the literature of the period? How did religious belief and work ethic of the Puritans shape the subject matter and theme of early American literature and thought? What are the characteristics of Baroque arts? What were the major musical developments of the Baroque Period?</p>	<p>Student survey Oral questions/discussion Anticipatory set questions</p>	<p>Quizzes Chapter tests Homework assignments Written assignments Observation Journals</p>	<p>Unit test Individual or group project First-person narrative essay</p>
<p>Unit Four: The Voice of Freedom</p> <p>LA.9-10.RL.9-10.1 LA.9-10.RL.9-10.2 LA.9-10.RL.9-10.4 LA.9-10.RL.9-10.6 LA.9-10.RI.9-10.1 LA.9-10.RI.9-10.4 LA.9-10.RI.9-10.6 LA.9-10.RI.9-10.8 LA.9-10.RI.9-10.9 LA.9-10.W.9-10.1.b LA.9-10.W.9-10.1.d LA.9-10.W.9-10.1.e LA.9-10.W.9-10.4 LA.9-10.W.9-10.5 LA.9-10.SL.9-10.1 LA.9-10.SL.9-10.3 LA.9-10.L.9-10.2.a LA.9-10.L.9-10.2.b LA.9-10.L.9-10.2.c LA.9-10.L.9-10.3 LA.9-10.L.9-10.5 LA.9-10.L.9-10.5.a LA.9-10.L.9-10.5.b</p>	<p>Early American writers/authors viewed literature as purposeful rather than as an art form. Literature of the early American period was influenced by the political climate. Early American political figures used their mastery of powerful and persuasive writing/speech to frame the political foundation of this country.</p>	<p>How did Americans and foreigners define early America and its people? How did the early American writers use literature to frame the political foundation of America? How do our values and beliefs shape who we are as individuals? How can language be powerful and persuasive? How can literature be useful? What were the prevailing ideas behind rationalism and the Enlightenment? How did the ideas of the Enlightenment affect the art and architecture of the period?</p>	<p>Student survey Oral questions/discussion Anticipatory set questions</p>	<p>Chapter test Oral presentation Written assignments Homework assignments</p>	<p>Persuasive speech Unit test Individual and/or group project</p>

<p>Unit Five: Regionalism, Realism, and Naturalism</p> <p>LA.9-10.RL.9-10.1 LA.9-10.RL.9-10.2 LA.9-10.RL.9-10.3 LA.9-10.RL.9-10.4 LA.9-10.RL.9-10.6 LA.9-10.RI.9-10.1 LA.9-10.RI.9-10.2 LA.9-10.RI.9-10.7 LA.9-10.W.9-10.2 LA.9-10.W.9-10.2.b LA.9-10.W.9-10.3 LA.9-10.W.9-10.3.d LA.9-10.W.9-10.5 LA.9-10.W.9-10.6 LA.9-10.W.9-10.7 LA.9-10.W.9-10.10 LA.9-10.SL.9-10.1 LA.9-10.SL.9-10.1.a LA.9-10.SL.9-10.1.b LA.9-10.SL.9-10.2 LA.9-10.SL.9-10.4 LA.9-10.L.9-10.3 LA.9-10.L.9-10.4.c LA.9-10.L.9-10.4.d</p>	<p>Authors often use literature as a platform to convey social and political philosophies. Literary movements are often fueled by the prevailing philosophies of the time. Literary movements are often spurred by reaction to preceding influences.</p>	<p>What are the defining qualities of regionalism, realism, and naturalism? How does the use of dialect and customs create "local color"? Why do authors use satire in literature as platform for social and political criticism?</p>	<p>Student survey</p> <p>Oral questions/discussion</p> <p>Anticipatory set questions</p>	<p>Chapter test</p> <p>Class discussion</p> <p>Observation</p> <p>Written assignments</p> <p>Homework assignments</p> <p>Projects</p>	<p>Unit test</p> <p>Imitative prose project (Realism)</p> <p>Satirical essay</p>
<p>Unit Six: A Romantic Age</p> <p>LA.9-10.RL.9-10.6 LA.9-10.RL.9-10.7 LA.9-10.RI.9-10.1 LA.9-10.W.9-10.1 LA.9-10.W.9-10.1.d LA.9-10.W.9-10.1.e LA.9-10.W.9-10.2 LA.9-10.W.9-10.2.b LA.9-10.W.9-10.3 LA.9-10.W.9-10.3.b LA.9-10.W.9-10.3.d LA.9-10.W.9-10.5 LA.9-10.W.9-10.6 LA.9-10.W.9-10.8 LA.9-10.SL.9-10.3 LA.9-10.SL.9-10.3.a LA.9-10.SL.9-10.4 LA.9-10.SL.9-10.5 LA.9-10.SL.9-10.6</p>	<p>Romantic literature and art of America and England were reactions to the same political and social influences. Romantics formed a new interest in the lives of common people, attended to personal feelings, and expressed an ideal self-fulfillment and growth through experience. In a democratic society there is a constant tension between the goals and demands of institutions of authority and the desire for individual liberties on the part of its citizens.</p>	<p>What are the defining elements of Romanticism? How were American Romantics influenced by the English Romantics? What societal developments spurred the Romantic movement? What are the characteristics of the Byronic hero, and is this type of hero still found in today's society? Why is the reverence for nature such an important aspect of the Romantic works? How did the Industrial Revolution influence the works of the Romantics? How is the quest to define the individual explored in 19th century literature? Is it important to follow one's intuition? How does a person define him/herself? How important is conformity to one's happiness? Do citizens in a democracy have a moral obligation to oppose unjust laws? How is psychological turmoil explored in 19th century literature? How did the philosophy of the Romantics affect music?</p>	<p>Student survey</p> <p>Oral questions/discussion</p> <p>Anticipatory set questions</p>	<p>Quizzes and tests</p> <p>Written assignments</p> <p>Homework Assignments</p> <p>Journals</p> <p>Observation</p> <p>Exit examinations</p> <p>Imitative poem project (Romanticism)</p> <p>Research project</p>	<p>Portfolio</p> <p>Cooperative learning project</p> <p>Individual project</p> <p>Individual and group presentations</p> <p>Unit test</p> <p>Research paper</p> <p>Multimedia presentation</p>

Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: Literary Criticism	<p>Literary criticisms are varied and involve interpretation. Literary criticism is subject to the author's point of view / perspective. Literary criticism can serve as foundations from which one can shape his/her own opinion. Literary criticism allows us to better understand the texts we read. Literary analysis enables us to recognize and understand an author's use of literary devices, and to interpret the meaning of literature.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Define and recognize the characteristics of the various methods of formal literary criticism. 2. Define key terms such as author bias and author intent. 3. Locate and use literary criticism. 4. Distinguish between relevant and irrelevant information. 5. Distinguish between fact and opinion. 6. Recognize unstated assumptions. 7. Read literature to appreciate artistic merit and to analyze how authors convey meaning through literary techniques. 8. Write to summarize, interpret, explain, and analyze. 	2 weeks
Unit 2: A Cultural Renaissance	<p>The philosophy of humanism, a rediscovery of antiquity, technology, exploration, and capitalism affected all art forms during the Renaissance. The Renaissance has affected our contemporary society.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Define key terms, and characteristics associated with the Renaissance. 2. Understand the key components of the philosophy of humanism. 3. Define the important developments in music and dance during the Renaissance. 4. Recognize the interrelationships among the arts. 5. Recognize reoccurring themes in literature. 6. Compare the elements of historical and current events. 7. Locate and use various reliable research sources. 	5-6 weeks

<p>Unit 3: The Puritan Perspective</p>	<p>Puritanism is a reaction to the Renaissance period. Literature of the Puritan Era has affected early American and contemporary American writers At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Define key terms like theocracy, intolerance, stereotyping, and mass hysteria. 2. Define predestination and understand its importance in Puritan religion and thinking. 3. Recognize and understand Biblical allusion and other literary devices in Puritan writing. 4. Appreciate the diversity and sophistication of Native American thought. 5. Understand the attitudes of the first settlers toward the Native Americans. 6. Recognize the impact of religion on Puritan literature and music. 7. Identify the musical development of the Baroque Era. 8. Identify the characteristics of Baroque Period arts. 	<p>5-6 weeks</p>
<p>Unit 4: The Voice of Freedom</p>	<p>Early American writers/authors viewed literature as purposeful rather than as an art form. Literature of early America was influenced by the political climate. Early American political figures used their mastery of powerful and persuasive writing/speech to frame the political foundation of this country. Authors such as Benjamin Franklin viewed literature as purposeful rather than as an exclusive art form.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Define the key components/characteristics of the philosophy rationalism. 2. Recognize the philosophical influences on Thomas Jefferson and American government. 3. Develop a better understanding of one's self through self-analysis. 4. Analyze and evaluate author/narrator reliability. 5. Define, recognize, and apply the techniques of persuasive writing. 6. Recognize and appreciate the developments in music and the visual arts during this period. 7. Locate and use a variety of sources for research purposes. 8. Understand the Modern Language Association format for research paper. 	<p>7-8 weeks</p>
<p>Unit 5: Regionalism, Realism, and Naturalism</p>	<p>Authors often use literature as a platform to convey social and political philosophies. Literary movements are often fueled by the prevailing philosophies of the time. Literary movements are often spurred by reaction to preceding influences.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Define the characteristics of regionalism, realism, and naturalism. 2. Appreciate how attention to descriptive details and intricacies of language can enhance realistic writing. 3. Recognize and apply satire. 4. Appreciate satire is an effective form of political and social criticism. 5. Recognize that literature can be specific to a region, yet appealing to all readers. 6. Recognize literary devices, especially metaphor, mood, and tone. 7. Locate and use a variety of reliable research sources. 8. Apply proper MLA format to research paper. 	<p>7-8 weeks</p>

<p>Unit 6: The Romantic Age</p>	<p>Romantic literature and art of America and England were reactions to the same political and social influences. In a democratic society there is a constant tension between the goals and demands of institutions of authority and the desire for individual liberties on the part of its citizens.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Define the characteristics of romanticism. 2. Recognize and apply literary devices. 3. Recognize how American industrialization influenced Romantic literature. 4. Recognize the influence of the English Romantics on American Romantic literature. 5. Define conformity, individualism, and social norms. 6. Recognize and identify the limitations of individual freedom in a democracy. 7. Write a first-person narrative. 8. Locate and use a variety of sources for research purposes. 9. Define and recognize the elements of drama. 10. Organize and design presentations using a variety of technological resources. 	<p>7-8 weeks</p>
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Honors Literature and Art II - Unit 01

Unit Plan: Literary Criticism

Enduring Understandings:

Literary criticisms are varied and involve interpretation.

Literary criticism is subject to the author's point of view / perspective.

Literary criticism can serve as foundations from which one can shape his/her own opinion.

Literary criticism allows us to better understand the texts we read.

Literary analysis enables us to recognize and understand an author's use of literary devices, and to interpret the meaning of literature.

Essential Questions:

What is literary criticism?

What is the purpose of literary criticism?

How is it possible for one work to produce varied and often contradictory analyses?

How does literary criticism affect our understanding of literature?

How does literary criticism provide a foundation for our own analysis?

How does one effectively organize a written literary analysis?

Unit Goals:

Define and recognize the characteristics of the various methods of formal literary criticism.

Define key terms such as author bias and author intent.

How to locate and use literary criticism.

Distinguish between relevant and irrelevant information.

Distinguish between fact and opinion.

Recognize unstated assumptions.

Read literature to appreciate artistic merit and to analyze how authors convey meaning through literary techniques.

Write to summarize, interpret, explain, and analyze.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is literary criticism?	Students will be exposed to the various categories of literary criticism: aestheticism, archetypal, biographical, classicism, deconstructionism, existentialism, feminism, and formalism	Worksheet defining the variety of literary criticism.	Teacher should aid student comprehension when reviewing the definitions	Objective quiz Notes
What is the purpose of literary criticism?	Literary criticism allows reader to better understand text. Literary criticism provides a foundation for literary analysis	Summer Reading assignments: <i>The Awakening</i> and <i>The Scarlet Letter</i>	The summer reading assignment directs students to analyze and take notes on author's use of tone and characterization for each novel. Students will share opinions on the following question: Based on each author's use of tone, how does he/she seem to feel about his/her characters? Students will eventually explain opinions in a literary analysis - after structure of a literary analysis is explained	Class discussion Notes Written responses Essay: Literary Analysis
How is it possible for one work to produce varied and often contradictory analyses?	Like history, literary criticism is subject to the point of view of the author. The background, prior experience and knowledge of the reader/critic impact the criticism Not all sources of literary criticism are equal	Select critical essays of differing opinions regarding summer reading novels.	Students will read critical essays and decide if which arguments are valid Student survey and discussion of findings can help determine if one argument is more valid than another	Written responses Class discussion Written summaries Survey
How does literary criticism affect the way we read and understand literature?	A richer reading experience results when deeper understanding of text is achieved	Boccaccio's <i>The Decameron</i> ; Hawthorne's "Young Goodman Brown"; Bunyan's <i>The Pilgrim's Progress</i>	Students will read selected tales from <i>The Decameron</i> and rate each on entertainment value. Then students will try to determine possible meaning (theme) of each tale Have students read an allegory for entertainment before discussing and analyzing the deeper meaning of story	Class discussion Post-reading interpretative responses Objective quiz and test

<p>How does literary criticism provide a foundation for our own analysis?</p>	<p>The variety of explanations regarding a particular text allows the reader to consider many interpretations and form an opinion</p>	<p>Teacher may select any passage, poem, or short story. Suggestion: "The Leap"; "Leningrad Cemetery, Winter of 1941"</p>	<p>Select a poem, short story, or passage and read with class. Have each students form an opinion regarding theme of work. Students will read original interpretation of work to class. Each student should explain what prior knowledge and/or experiences helped him/her form interpretation</p>	<p>Survey Class discussion Written responses</p>
<p>How does one effectively organize a written literary analysis?</p>	<p>A writer needs to make important decisions regarding precise word choice for lucid expression, effective examples/quotes, and logical, coherent organization to produce a literary argument</p>	<p>Model literary analysis essay; structural "skeleton" of model essay; define the terms used for the various elements of each paragraph</p>	<p>Each part of the opening, body, and concluding paragraphs in model essay can be examined and defined Have students highlight the organizational patterns throughout a model essay Have students practice writing a clear analysis of a selected quote</p>	<p>Organizational rubric for literary analysis Objective quiz on terms used in organizational structure of literary analysis</p>

- LA.9-10.RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- LA.9-10.RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- LA.9-10.RL.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- LA.9-10.RL.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- LA.9-10.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LA.9-10.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- LA.9-10.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA.9-10.W.9-10.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- LA.9-10.W.9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- LA.9-10.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.
- LA.9-10.W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- LA.9-10.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Differentiation

Students with individual learning styles may be accommodated in this unit with:

One-to-one teacher and peer support

Additional testing time

Limiting rote memory tests

Use of graphic organizers

Implementation of more visual and auditory teaching materials.

Technology

Various elements of technology should be incorporated into this unit. Students may use laptop computers from classroom laptop cart to conduct Internet research and produce literary analyses. They will share information ascertained both in class and, if teacher has capability, via the Moodle forum.

It is suggested that students use multimedia presentations, Publisher, digital white board, film, photography, and any/all internet forums deemed appropriate as means of conducting presentations and/or completing assessments.

College and Workplace Readiness

The reading, writing, and research skills in this unit will enhance college and workplace readiness. Students will learn to effectively communicate ideas in a variety of ways. Increased proficiency in reading and writing skills will allow for cognitive connections and deeper levels of meaning. Increased awareness of the importance of speaking with clear, concise, organized language, and use of effective body language, gestures, and voice inflection will enhance personal communication skills.

Honors Literature and Art II - Unit 02

Unit 2: A Cultural Renaissance

Enduring Understandings:

The philosophy of humanism, a rediscovery of antiquity, technology, exploration, and capitalism affected all art forms during the Renaissance. The Renaissance has affected our contemporary society.

Essential Questions:

What defines a Renaissance?

What is humanism? What is a humanist?

How did the philosophy of humanism influence the way artists viewed the world?

How did science and technology aid in the evolution of the Renaissance?

What role did humanism play in the Reformation?

What role did capitalism have in the formation of the Renaissance point of view?

What are the common elements of Renaissance literature, art, and music?

Unit Goals:

Define key definitions, terms, and characteristics associated with the Renaissance.

To understand the key components of the philosophy of humanism.

To define the important developments in music and dance during the Renaissance.

Recognize the interrelationships among the arts.

Recognize reoccurring themes in literature.

Compare the elements of historical and current events.

To locate and use a variety of reliable research sources.

Recommended Duration: 5-6 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What defines a renaissance?	A renaissance is a remarkable period of intellectual energy and artistic creativity	Readings from <i>The Humanities in Western Culture</i>	Read, answer questions, and discuss the material presented from text	Quizzes/tests Homework responses
What is humanism? What is a humanist?	Humanists believed in the worth and dignity of the individual Humanism stressed earthly fulfillment rather than medieval preparations for an afterlife Humanists rediscovered the teachings of their ancestors and used these teachings to restate human values	Pico's "The Oration on the Dignity of Man"; Writings of Petrarch; Ficino's <i>Theologia Platonica</i> and "Platonic love"; Boccaccio's <i>The Decameron</i>	Read, answer questions, and discuss the material presented from text Read Pico's "Oration" and write a brief essay that includes quotes to summarize the main ideas of his position Defend or refute Boccaccio's humanist views as presented in the "Epilogue" of <i>The Decameron</i>	Objective quizzes/tests Written essay Response to discussion questions
How did science and technology aid in the evolution of the Renaissance?	The invention of the printing press made a rapid expansion of knowledge possible The heliocentric theory was advanced by Copernicus. The magnetic compass, astrolabe, and improved ship design enabled more trade and exploration	Readings from <i>The Humanities in Western Culture</i> Internet and media center resources	With a partner, create a poster that identifies the various endeavors of exploration and key inventions of the period	Class discussion Rubric-driven cooperative learning and individual projects Guided-reading questions Objective quizzes/tests
What role did humanism play in the Reformation?	Burgeoning literacy and an individual's right to interpret the Scriptures led to the formation of many religious sects	Readings from <i>The Humanities in Western Culture</i> Luther's <i>95 Theses</i>	Read, take notes, and discuss how an individual's right to interpret the Scriptures led to the formation of many religious sects Create a multimedia presentation that identifies the basic tenets of Lutheranism, Calvinism, and the many other sects (Presbyterian, English Puritans, Anabaptists, Quakers, Baptists, Socinians, and Methodists)	Rubric-driven project assessment Rubric-driven oral presentation Guided-reading questions

<p>What role did capitalism have in the formation of the Renaissance point of view?</p>	<p>Capitalism dramatically increased the possibilities of individualism Individuals could use their own imagination, creativity, and ability to recognize and exploit opportunities</p>	<p>Readings from <i>The Humanities in Western Culture</i></p>	<p>Read, answer questions, and discuss the material presented from text Write an essay that traces the rise of capitalism and its effect on the development of the Renaissance</p>	<p>Guided-reading questions Essay Homework responses</p>
<p>What are the common elements of Renaissance literature, art, and music?</p>	<p>Writers concentrated on form and style; borrowed heavily from the ancients; formed and accepted rules believed to create a classical type of beauty</p>	<p>Literature: Castiglione's <i>The Book of the Courtier</i>; Machiavelli's <i>The Prince</i>; Shakespeare's <i>The Tempest</i>; More's <i>Utopia</i>; Castiglione's <i>The Book of the Courtier</i> Painting and Sculpture: Michelangelo's <i>The Last Judgment</i>; Leonardo's <i>The Virgin of the Rocks</i>; other paintings of the period Selections from <i>Music: An Appreciation</i> including "<i>Desires and the Renaissance Motet</i>"; and "<i>The Renaissance Madrigal</i>"</p>	<p>Students will form research teams that will be responsible for the creation of Renaissance Magazine (created on Microsoft Publisher in conjunction with Process Skills II course). Magazine will cover the music, art, literature, architecture and dance of the early, late and high Renaissance eras Students will research the life, work and style of an assigned Renaissance artist. Additionally, the students will create an original painting in the style of the assigned artist. Students will deliver an oral presentation explaining the use of the artist's style and techniques that have been incorporated into the original piece</p>	<p>Rubric-driven cooperative learning project Rubric-driven project assessment Rubric-driven oral presentation Research paper</p>

LA.9-10.W.CCR.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.9-10.SL.CCR.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.9-10.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.9-10.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LA.9-10.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.9-10.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LA.9-10.RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LA.9-10.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LA.9-10.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LA.9-10.W.9-10.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.9-10.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.9-10.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LA.9-10.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.9-10.L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
LA.9-10.L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.9-10.L.9-10.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Differentiation

Differentiation for this unit may include:

Providing alternate assessments in the area of music, drawing, and painting;

More student collaboration on research assignments and projects;

Utilization of computers in the classroom to assist with brainstorming ideas and difficult concepts;

Allowing for abbreviated written assignments;

Incorporating kinesthetic, auditory, and visual teaching methods.

Technology

Students may use laptop computers from classroom laptop cart to conduct internet research for collaborative and individual assignments. They will share information ascertained both in class and, if teacher has capability, via the Moodle forum.

It is suggested that students be held accountable for the use of multimedia presentations, Publisher, digital white board, film, music, photography, and any/all internet forums deemed appropriate as means of conducting presentations and/or completing assessments for the *Renaissance Magazine* and Renaissance Artist projects.

College and Workplace Readiness

The reading, writing, listening, speaking, and research skills used during the collaborative *Renaissance Magazine* project will aid students in learning to effectively communicate ideas in a variety of ways. Increased proficiency in reading and writing skills will allow for cognitive connections and deeper levels of meaning. Increased awareness of the importance of speaking with clear, concise, organized language, and use of effective body language, gestures, and voice inflection will enhance personal communication skills.

Through research and use of technology students will understand: technology is essential to communicate ideas and solutions; emerging technologies affect the way research is conducted; continual training is essential to success. Students will also have the ability to use a variety of software programs and internet resources to create effective multimedia presentations. All of this will serve to enhance a student's college and workplace readiness.

Honors Literature and Art II - Unit 03

Unit 3: The Puritan Perspective

Enduring Understandings:

Puritanism is a reaction to the events of the Renaissance period.

Literature of the Puritan Era has affected early American and contemporary American writers.

The principle known as the "Puritan ethic" derives from the Puritan belief that good can only be accomplished through hard work and self-discipline.

Essential Questions:

How did theocracy as a type of government promote intolerance, stereotyping, and mass hysteria?

How are the attitudes, prejudice and intolerance of the Colonial/Puritan era revealed in the literature of the period?

How did religious belief and work ethic of the Puritans shape the subject matter and theme of early American literature and thought?

What are the characteristics of baroque arts?

What were the major musical developments of the Baroque Period?

Unit Goals:

Define key terms like theocracy, intolerance, stereotyping, and mass hysteria.

Define predestination and understand its importance in Puritan religion and thinking.

Recognize and understand Biblical allusion and other literary devices in Puritan writing.

Appreciate the diversity and sophistication of Native American thought.

Understand the attitudes of the first settlers toward the Native Americans.

Recognize the elements of drama.

Recognize the impact of religion on Puritan literature and music.

Identify the musical development of the Baroque Era.

Identify the characteristics of Baroque Period arts.

Recommended Duration: 5-6 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How did theocracy as a type of government promote intolerance, stereotyping, and mass hysteria?</p>	<p>After the prior generation had been persecuted in England, the Puritans who settled in New England denied any other sect it freedom. They believed their experiment in the New World would serve as an example for others. The strict and somber environment of the theocratic government caused suspicions of others. They also believed the forest was an evil region inhabited by heathen. Hardships brought on by harsh living conditions - bitter weather, sickness and death, devastating fires, drought, and insect infestations - were attributed to the Devil</p>	<p>Arthur Miller's <i>The Crucible</i>; Hawthorne's <i>The Scarlet Letter</i></p>	<p>Define theocracy, intolerance, stereotyping, and mass hysteria. Students will brainstorm and/or research other instances of intolerance. Students will speculate how a theocracy could promote intolerance</p> <p>Students will read the commentary of Arthur Miller and compare his views with their own</p> <p>Analyze <i>The Scarlet Letter</i> for the strict, intolerant atmosphere of the community</p> <p>Analyze the tone of both the villagers and the narrator toward Hester Prynne</p>	<p>Class discussion</p> <p>Objective quizzes and tests</p> <p>Guided reading questions</p> <p>Written assignments for content</p> <p>Journal writing</p> <p>Literary analysis</p>
<p>How did religious belief and work ethic of the Puritans shape the subject matter and theme of early American literature and thought?</p>	<p>The early Puritans viewed themselves as deeply religious people who were very introspective and constantly looking for signs of predestination</p>	<p>John Milton's <i>Paradise Lost</i>; Poetry of Anne Bradstreet; Edward Taylor's "Huswifery"; <i>Jonathan Edwards's Sinners in the Hands of an Angry God</i>;</p>	<p>Compare/contrast idea of free will and predestination by examining philosophy of Calvinism with Milton's philosophy in <i>Paradise Lost</i></p> <p>Read the selected poems of Bradstreet and Taylor and determine the poet's intention for each poem</p> <p>Compare the religious attitudes in several Puritan works</p>	<p>Objective quizzes and tests</p> <p>Class discussion</p> <p>Guided reading questions</p> <p>Written assignments for content</p> <p>Journal writing</p>

<p>How are the attitudes, prejudice and intolerance of the Colonial/Puritan era revealed in the literature of the period?</p>	<p>Fear, ignorance, and ethnocentrism led to prejudice and intolerance of other cultures</p>	<p>Howard Zinn's, <i>Columbus, The Indians, and Human Progress</i>; Bradford's <i>Of Plymouth Plantation</i></p>	<p>Students will read firsthand accounts and note instances of ethnocentrism, negative connotation, implied and direct instances of prejudice, fear and ignorance</p> <p>Write an essay that compares the attitudes toward the Native Americans from two or more firsthand sources</p>	<p>Objective quizzes and tests</p> <p>Guided reading questions</p> <p>Written assignments</p> <p>Journal writing</p>
<p>What are the characteristics of Baroque arts?</p>	<p>The arts appealed to the emotions and a desire for magnificence through opulent ornamentation. Realism replaced beauty and color and grandeur was emphasized. It sought to fill space with action and movement</p>	<p>Selected readings from <i>Music: An Appreciation</i> including "<i>The Characteristics of Baroque Music</i>"</p> <p>Paintings: Caravaggio's <i>The Martyrdom of Saint Peter</i>; Bernini's <i>David Slaying Goliath</i>; works of Rembrandt and Rubens</p>	<p>Sculpture: Compare Michelangelo's <i>David</i> to Bernini's <i>David Slaying Goliath</i></p> <p>Painting: Compare any paintings of the period by examining a variety of techniques and subjects using a prepared chart</p> <p>Listen to a variety of selections from the time period and attempt to distinguish defined features</p>	<p>Objective quizzes and tests</p> <p>Guided reading questions</p> <p>Written assignments</p>
<p>What were the major musical developments of the Baroque Period?</p>	<p>Opera; baroque suite; baroque sonata; fugue; chorale; Church cantata; oratorio</p>	<p>Selected readings from <i>Music: An Appreciation</i> including "<i>The Elements of Opera</i>" and "<i>The Florentine Camerata</i>"</p> <p>Selected recordings of Bach (<i>Brandenburg Concerto No. 5</i>), Purcell (<i>Dido and Aeneas</i>), Monteverdi (<i>Orfeo</i>), Vivaldi (<i>The Four Seasons</i>), and Handel (<i>Messiah</i>)</p>	<p>Define the various musical terms</p> <p>Read selections and answer guided-reading questions</p> <p>Listen to various musical selections from this time period</p> <p>Research members of The Camerata and present findings</p>	<p>Objective quizzes and tests</p> <p>Guided reading questions</p> <p>Written assignments</p> <p>Research paper</p>

LA.9-10.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.9-10.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LA.9-10.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.9-10.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LA.9-10.RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LA.9-10.W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LA.9-10.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.9-10.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.9-10.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.9-10.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.9-10.L.9-10.1.a	Use parallel structure.
LA.9-10.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.9-10.L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.9-10.L.9-10.2.b	Use a colon to introduce a list or quotation.
LA.9-10.L.9-10.2.c	Spell correctly.
LA.9-10.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.9-10.L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.9-10.L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.

Differentiation

Differentiation in this unit may include:

Modifying the type and/or length of writing assessments;

Limiting rote memory quizzes/tests;

Use of graphic organizers;

Frequent teacher and peer-editing opportunities;

Distribution of photocopies of more difficult terms;

Continual demonstration of examples of terms during and after lessons to reinforce comprehension.

Technology

Various elements of technology should be incorporated into this unit. Students may use laptop computers from classroom laptop cart to conduct Internet research. They will share information ascertained both in class and, if teacher has capability, via the Moodle forum.

It is suggested that students use multimedia presentations, Publisher, digital white board, film, photography, and any/all internet forums deemed appropriate as means of conducting presentations and/or completing assessments.

College and Workplace Readiness

The reading, writing, and research skills in this unit will enhance college and workplace readiness. Students will learn to effectively communicate ideas in a variety of ways. Increased proficiency in reading and writing skills will allow for cognitive connections and deeper levels of meaning. Increased awareness of the importance of speaking with clear, concise, organized language, and use of effective body language, gestures, and voice inflection will enhance personal communication skills.

Honors Literature and Art II - Unit 04

Unit 4: The Voice of Freedom

Enduring Understandings:

Early American writers/authors viewed literature as purposeful rather than as an art form.

Literature of the early American period was influenced by the political climate.

Early American political figures used their mastery of powerful and persuasive writing/speech to frame the political foundation of this country.

Essential Questions:

How did Americans and foreigners define early America and its people?

How did the early American writers use literature to frame the political foundation of America?

How do our values and beliefs shape who we are as individuals?

How can language be powerful and persuasive?

How can literature be useful?

What were the prevailing ideas behind rationalism and the enlightenment?

How did the ideas of the Enlightenment affect the art and architecture of the period?

Unit Goals:

Literature of early America was influenced by the political climate.

Authors such as Benjamin Franklin viewed literature as purposeful rather than as an exclusive art form.

Define the key components/characteristics of rationalism.

Recognize the philosophical influences on Thomas Jefferson and American government.

Develop a better understanding of one's self through self-analysis.

Analyze and evaluate author/narrator reliability.

Define, recognize, and apply the techniques of persuasive writing.

Recognize and appreciate the developments in music and the visual arts during this period.

Locate and use a variety of sources for research purposes.

To understand the Modern Language Association format for research paper.

Recommended Duration: 7-8 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How did Americans and foreigners define early America and its people?</p>	<p>Crèvecoeur first used the term "melting pot" to describe America</p> <p>He described America as an ideal land full of great promise, freedom and opportunity</p> <p>Alexis de Tocqueville also had an optimistic view of America</p>	<p><i>Crèvecoeur's Letters from an American Farmer</i>;</p> <p>selected readings from Tocqueville; Phyllis Wheatley's <i>"To His Excellency, General Washington"</i></p>	<p>Have students work in groups to define the unique qualities of what it is to be American</p> <p>Create and distribute surveys about views of America. Gather, assess, and present data</p> <p>Compare your view of America to that of de Crèvecoeur and de Tocqueville</p>	<p>Objective quizzes and tests</p> <p>Notes</p> <p>Class discussion</p> <p>Guided reading questions</p> <p>Written assignments</p>
<p>How can language be powerful and persuasive?</p>	<p>Authors use a variety of techniques -rhetorical question, aphorism, parallelism, anaphora, bandwagoning, and connotation to appeal to reason and emotion</p>	<p><i>Jefferson's Declaration of Independence</i>; Paine's <i>"Common Sense"</i> and <i>"The Crisis No. 1"</i>; Henry's <i>"Speech in the Virginia Convention"</i></p>	<p>Define, identify, and apply rhetorical question, aphorism, parallelism, anaphora, bandwagon, connotation and denotation</p> <p>Analyze selected speeches and writings for the rhetorical techniques</p> <p>Watch and analyze commercials that make use of persuasive techniques and note in journal</p> <p>Write a speech that incorporates persuasive techniques</p> <p>Create a commercial for a product that uses persuasive techniques</p>	<p>Objective quizzes and tests</p> <p>Class discussion</p> <p>Guided reading questions</p> <p>Persuasive speech rubric</p> <p>Journal responses</p>

<p>What were the prevailing ideas behind rationalism and the Enlightenment?</p>	<p>The rationalists believed through reason and observation of nature humans could discover the order underlying all things; they believed in and promoted progress; thought reason, not custom or tradition, was the best guide for human conduct; championed the right, as rational creatures, to dignity and happiness; sought to elevate the social status and knowledge of all people</p>	<p>Readings regarding the philosophy of Voltaire, Diderot, and Rousseau</p> <p>Locke's <i>Two Treatises of Government</i>; Montesquieu's <i>The Spirit of the Laws</i></p>	<p>Conduct research on an assigned philosopher and present his contributions to society through oral presentation. Students should be encouraged to make use of Internet and media resources</p> <p>Write an MLA-based research paper on one of the philosophers</p> <p>Conduct research into the influences on Thomas Jefferson</p>	<p>Objective quizzes and tests</p> <p>Guided reading questions</p> <p>Written assignments for content</p> <p>MLA-based research paper</p> <p>Oral presentation rubric</p>
<p>How can literature be useful?</p>	<p>Some authors like Benjamin Franklin viewed literature as purposeful rather than an exclusive art form</p>	<p>Franklin's <i>Autobiography</i></p>	<p>Create a self-improvement plan similar to that of Franklin; record progress in a journal format</p> <p>Evaluate the reliability of Franklin as the narrator of his autobiography</p> <p>Write a character analysis of Franklin based on his <i>Autobiography</i></p> <p>Write about a significant moment in your life that you could use for didactic purposes</p>	<p>Objective quizzes and tests</p> <p>Guided reading questions</p> <p>Written assignments</p> <p>Journal writing for Self-analysis</p>

<p>How did the ideas of the Enlightenment affect the art and architecture of the period?</p>	<p>The baroque style gave way to rococo style (light colors, excessively ornamented and lacking ethical content) which in turn gave way to the neoclassical style (simplicity and calm grandeur of ancient Greek and Roman art); paintings often satirized the manners and morals of the aristocracy</p>	<p>Selected paintings of Fragonard, Hogarth, and Goya Architecture: Jefferson's Monticello</p>	<p>Students will use Internet resources such as Google Images to compile a media presentation of neoclassical art Compare the themes and purposes of neoclassical art to the philosophical ideas of the time period</p>	<p>Objective quizzes and tests Guided reading questions Written assignments Research and presentation rubric</p>
<p>What are the developments in music during the Classical period?</p>	<p>Key terms: sonata form; recapitulation; coda; theme and variation; minuet and trio; rondo; classical symphony; classical concerto chamber music; serenade</p>	<p>Reading selections from <i>Music: An Appreciation</i> including "The Characteristics of the Classical Style" Recordings: Beethoven's <i>Symphony No. 5</i>; Mozart's <i>Symphony No. 40</i> and <i>Eine Kleine Nachtmusik</i></p>	<p>Create posters that define the various musical terms Listen to the music of the period Create guided-reading and guided-listening worksheets Use Internet resources to conduct research about a composer of the period Create a billboard promoting the assigned composer</p>	<p>Objective quizzes and tests Guided reading questions Class discussion Written assignments Use rubric for visual presentation</p>

- LA.9-10.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LA.9-10.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- LA.9-10.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- LA.9-10.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- LA.9-10.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LA.9-10.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- LA.9-10.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- LA.9-10.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- LA.9-10.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- LA.9-10.W.9-10.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- LA.9-10.W.9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- LA.9-10.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.
- LA.9-10.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.9-10.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- LA.9-10.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- LA.9-10.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- LA.9-10.L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- LA.9-10.L.9-10.2.b Use a colon to introduce a list or quotation.
- LA.9-10.L.9-10.2.c Spell correctly.
- LA.9-10.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LA.9-10.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LA.9-10.L.9-10.5.a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- LA.9-10.L.9-10.5.b Analyze nuances in the meaning of words with similar denotations.

Differentiation

Differentiation for this unit may include:

One-to-one teacher support

Additional testing time

Use of graphic organizers

Implementation of more visual and auditory teaching materials

Allowing student choice for means of assessment

Utilization of computers in the classroom to assist with brainstorming ideas and difficult concepts

Limiting rote memory quizzes/tests

And allowing for abbreviated written assignments

Technology

Various elements of technology should be incorporated into this unit. Students may use laptop computers from classroom laptop cart to conduct Internet research. They will share information ascertained both in class and, if teacher has capability, via the Moodle forum.

It is suggested that students use multimedia presentations, Microsoft Publisher, digital white board, film, photography, and any/all internet forums deemed appropriate as means of conducting presentations and/or completing assessments.

Students will use internet resources as means of research.

College and Workplace Readiness

Through practice of reading, writing, listening, and speaking skills, students will learn to effectively communicate ideas. In particular, the emphasis on persuasive techniques and effective oral presentation - speaking with clear, concise, organized language, and use of effective body language, gestures, and voice inflection - will all serve to enhance college and workplace readiness.

Honors Literature and Art II - Unit 05

Unit 5: Regionalism, Realism, and Naturalism

Enduring Understandings:

Authors often use literature as a platform to convey social and political philosophies.

Authors often use satire as a means of social or political criticism.

Literary movements are often fueled by the prevailing philosophies of the time.

Literary movements are often spurred by reaction to preceding influences.

Essential Questions:

What are the defining qualities of regionalism, realism, and naturalism?

How does the use of dialect and customs create "local color"?

Why do authors use satire in literature as platform for social and political criticism?

Unit Goals:

Define the characteristics of regionalism, realism, and naturalism.

Appreciate how attention to descriptive details and intricacies of language can enhance realistic writing.

Recognize and apply satire.

Recognize that literature can be specific to a region, yet appealing to all readers.

Recognize literary devices, especially metaphor, mood, and tone.

To locate and use a variety of reliable research sources.

To apply proper MLA format to research paper.

Recommended Duration: 7-8 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is Regionalism?	Style of writing that sought to depict and analyze the distinctive and unique qualities of a geographical area and its people	Bret Harte's <i>The Outcasts of Poker Flat</i> ; Twain's <i>The Notorious Jumping Frog of Calaveras County</i> ; Chopin's <i>The Awakening</i>	Journal entries that make observations of the dialect used by others. Students should use phonetic spelling of words and phrases	Objective quiz and test Class discussion Written responses Notes Journal writing
What is Realism?	Style of writing that focused on ordinary people facing ordinary problems; reflected a tend toward democracy; appealed to a middle class audience	Crane's <i>Red Badge of Courage</i> ; Bierce's <i>Incident at Owl Creek Bridge</i> ; Cather's <i>A Wagner Matinee</i> and <i>My Antonia</i> ; Dickens's <i>David Copperfield</i> or <i>Hard Times</i> ; Arnold's <i>Dover Beach</i> ; Hardy's <i>Ah, Are You Digging on My Grave?</i>	Students will create a visual picture based on the details of a chosen descriptive passage. Students will attach the passage to the picture Extend the poem "Ah, Are You Digging on My Grave?" Create a stanza(s) in which the dead speaker or a narrator comments on the events of the poem. The content should reflect the view of the realists Research the harsh realities of the frontier life and prepare a presentation Create an original writing in diary form that depicts the typical day of a frontier woman or man	Notes Guided reading responses Original drawing and written explanation Rubric to assess content of diary or journal entry Rubric for original realist poem. Class discussion Objective quizzes and tests
What is Naturalism?	Style of writing that sought to put scientific observation to literary use; focused on details of life (descriptions of sights and smells); unlike Romantics, viewed nature as harsh and indifferent	Crane's <i>The Open Boat</i> ; poems of Crane; London's <i>To Build a Fire</i>	Pretend you are Crane or London employed as a weather reporter. Use Internet resources like weather.com and YouTube.com to research the world's worst natural disasters. Research the various reactions of people being affected by impending natural disasters and the interviews conducted in the aftermath. What causes the difference in attitudes? Make commentary using the philosophy of a naturalist Contrast the view of nature between the naturalists and the romantics	Objective quizzes and tests Guided reading responses Class discussion Notes Essay

How does the use of dialect and customs create "local color"?	The details in setting, dialect, and customs of an area help to capture the unique quality of a region and its inhabitants	Chopin's <i>The Awakening</i> ; Twain's <i>The Celebrated Jumping Frog of Calaveras County</i> and <i>Huck Finn</i>	View selected scenes of movie version of <i>Huck Finn</i> Students will work in small groups to create a "local color" of New Jerseyans, or of other regions familiar to them (Staten Island, Brooklyn, Southern New Jersey, Northern New Jersey). Groups will try to capture the local color by detailing the dialect, customs, and topography of the area	Objective quizzes and tests Class discussion Guided reading question and responses Rubric to assess original story for elements of regionalism
Why do authors use satire in literature as platform for social and political criticism?	To illustrate the flaws, attitudes, and customs of society in hopes of reform To attack what is evil, harmful, or foolish about society or people while avoiding the dangers of naming real people, places, or beliefs	Dickens's <i>David Copperfield</i> ; Twain's <i>Huck Finn</i> (novel and movie); <i>Great Books Series: Huck Finn</i> (video)	Answer guided-viewing questions to <i>Great Books Series: Huck Finn</i> , especially those regarding Twain's use of satire Research and write an essay that explores the use of satire in the work(s) of Twain and/or Dickens Use resources like streaming videos to view satirical comedy sketches like those from <i>Saturday Night Live</i> . Students should determine what flaws of person or institution are being satirized	Essay that analyzes the social and governmental institutions attacked by the satire of Dickens and/or Twain Objective quizzes and tests Class discussion Responses to guided-reading questions

- LA.9-10.W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- LA.9-10.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LA.9-10.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- LA.9-10.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- LA.9-10.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- LA.9-10.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- LA.9-10.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LA.9-10.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- LA.9-10.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- LA.9-10.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA.9-10.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- LA.9-10.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- LA.9-10.W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- LA.9-10.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- LA.9-10.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LA.9-10.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- LA.9-10.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- LA.9-10.SL.9-10.1.a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- LA.9-10.SL.9-10.1.b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- LA.9-10.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- LA.9-10.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- LA.9-10.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- LA.9-10.L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- LA.9-10.L.9-10.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Differentiation

Differentiation in this unit may include:

Modifying the type and/or length of writing assessments

Limiting rote memory quizzes/tests

Frequent teacher and peer-editing opportunities

Distributing photocopies of more difficult terms

Continually demonstrating examples of terms during and after lessons to reinforce comprehension

Establishing a “floating” deadline as opposed to one set day

And incorporating kinesthetic, auditory, and visual teaching methods

Technology

Various elements of technology should be incorporated into this unit. Students may use laptop computers from classroom laptop cart to conduct Internet research. They will share information ascertained both in class and, if teacher has capability, via the Moodle forum.

It is suggested that students use multimedia presentations, Publisher, digital white board, film, photography, and any/all internet forums deemed appropriate as means of conducting presentations and/or completing assessments.

Google images and other history-based websites will be used for poster project.

College and Workplace Readiness

Through research and use of technology students will understand: technology is essential to communicate ideas and solutions; emerging technologies affect the way research is conducted; and continual training is essential to success. Students will also have the opportunity to use a variety of software programs and Internet resources to create effective multi-media presentations. All of this enhances a student's college and workplace readiness.

Honors Literature and Art II - Unit 06

Unit 6: The Romantic Age

Enduring Understandings:

Romantic literature and art of America and England were reactions to the same political and social influences.

Romantics formed a new interest in the lives of common people, attended to personal feelings, and expressed an ideal self-fulfillment and growth through experience.

In a democratic society there is a constant tension between the goals and demands of institutions of authority and the desire for individual liberties on the part of its citizens.

Essential Questions:

What are the defining elements of Romanticism?

How were American Romantics influenced by the English Romantics?

What societal developments spurred the Romantic movement?

What are the characteristics of the Byronic hero, and is this type of hero still found in today's society?

Why is the reverence for nature such an important aspect of Romantic works?

How did the Industrial Revolution influence the works of the Romantics?

How is the quest to define the individual explored in 19th century literature?

Is it important to follow one's intuition?

How does a person define him/herself?

How important is conformity to one's happiness?

Do citizens in a democracy have a moral obligation to oppose unjust laws?

How is psychological turmoil explored in 19th century literature?

How did the philosophy of the Romantics affect music?

Unit Goals:

Define the characteristics of romanticism.

Recognize and apply literary devices.

Recognize how American industrialization influenced Romantic literature.

Recognize the influence of the English Romantics on American Romantic literature.

Define conformity, individualism, and social norms.

Recognize and identify the limitations of individual freedom in a democracy.

Write a first-person narrative.

Locate and use a variety of sources for research purposes.

Reinforce the understanding of the elements of drama.

Organize and design presentations using a variety of technological resources.

Recommended Duration: 7-8 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are the elements that define Romanticism?	<p>Romanticism was a cultural movement that stressed emotion, imagination, and individualism</p> <p>While exploring their inner lives, the Romantics became drawn to the realm of fantasy, the unconscious, the irrational, and the world of dreams</p>	<p>Selected words of Gray, Burns, and Blake; Wordsworth's "Preface" to <i>Lyrical Ballads and The Solitary Reaper</i>; Coleridge's <i>Rime of the Ancient Mariner</i> and <i>Kublai Khan</i>; Bryant's <i>To a Waterfowl</i>; Keats' <i>Ode on a Grecian Urn</i>;</p>	<p>Students will work in small groups and conduct research on one of the assigned English Pre-Romantics, Early Romantics, or Late Romantics. Students will be responsible for a presentation that demonstrates an understanding of the poet's influences, poetic techniques, and Romantic elements. Each group must also create a visual presentation of one poem</p>	<p>Use a rubric to determine understanding of Romantic elements.</p> <p>Use a rubric to assess the application of skills required as well as the overall quality of the presentation.</p>
How did the Romantics explore psychological turmoil?	<p>While exploring their inner lives, some Romantics focused on the concepts of sin, guilt, and obsession, and their effects on the human mind</p>	<p>Coleridge's <i>The Rime of the Ancient Mariner</i>; Poe's <i>The Raven</i> and <i>The Fall of the House of Usher</i>; Hawthorne's <i>The Minister's Black Veil</i>; Melville's <i>Moby-Dick</i></p>	<p>Write an essay that explores the way Poe, Hawthorne, Melville, and Coleridge explored the darker side of the human mind</p> <p>Discuss the treatment of sin, guilt, obsession, and the perverse in the works of Poe, Hawthorne, and Melville</p>	<p>Objective quizzes and tests</p> <p>Essays</p> <p>Guided reading questions</p>
Why is the reverence for nature such an important aspect of the Romantic works?	<p>The Romantics viewed the physical world as a source of consolation and a reflection of the human heart</p>	<p>Readings from <i>Prentice Hall: The American Experience</i> and <i>Prentice Hall: The English Tradition</i>; Shelley's <i>To a Skylark</i>; Byron's <i>Apostrophe to the Ocean</i>; Emerson's <i>The Rhodora</i>; and Longfellow's <i>The Cross of Snow</i></p> <p>Selected paintings of Thomas Cole, Asher Durand, J.M. W. Turner and John Constable</p>	<p>Create an original poem that incorporates the elements of Romanticism. Create or find a picture to accompany your original poem</p> <p>Read, answer questions, analyze and discuss the assigned poems</p> <p>Research the life and work of a Romantic painter</p> <p>Use projector or digital white board to show the works of the great Romantic artists</p>	<p>Use a rubric to assess the incorporation of Romantic elements of an original Romantic poem.</p> <p>MLA style research paper</p> <p>Guided reading questions</p> <p>Objective quizzes and tests</p>

<p>How did the Industrial Revolution influence the works of the Romantics?</p>	<p>The advancements in technology led to tremendous social change. Factories were established, but the new prosperity and fierce competition led to child labor and unsafe working conditions. This type of exploitation led to many social reforms, including efforts to promote women's rights and the abolishment of slavery</p>	<p>Wordsworth's <i>The World is Too Much With Us</i>; Byron's <i>In Defense of the Lower Classes</i>; Emerson's <i>Self-Reliance</i>; other selected readings from <i>Prentice Hall: The American Experience</i> and <i>Prentice Hall: The English Tradition</i></p>	<p>Make use of Internet and media center to conduct research exploring the beneficial and detrimental effects of the Industrial Revolution as it pertained to both England and America</p> <p>Create a poster as propaganda in support of or against the Industrial Revolution. Provide a written explanation for the choice of content on poster</p>	<p>Essay</p> <p>Use of rubric for assessing the content of visual presentation</p> <p>Assess written assignments for understanding</p> <p>Objective quizzes and tests</p>
<p>Is it important to follow one's intuition?</p>	<p>One must find a livable balance between law and societal pressures with one's personal beliefs</p>	<p>Cooper's <i>Leather-Stocking Tales</i>; Thoreau's <i>Walden</i>; Emerson's <i>Self-Reliance</i>; Thoreau's <i>Civil Disobedience</i></p>	<p>Explore the idea of the "noble savage" and determine how the character of Natty Bumppo fits the term</p> <p>View <i>The Last of the Mohicans</i> and determine the main character traits of Natty Bumppo.</p> <p>Write an essay or create a chart that compares Natty Bumppo to any other fictional character or real person</p> <p>Research the influence of Thoreau's <i>Civil Disobedience</i> on other historical figures</p>	<p>Guided reading questions</p> <p>Guided viewing questions</p> <p>Objective quizzes and tests</p> <p>Essays</p> <p>MLA-style research paper</p> <p>Use of rubric for assessing the visual and content aspects of a project</p>
<p>How does a person define him/herself?</p>	<p>One must come to terms with external influences, internal conflict, personal reconciliation, and free will to determine the embodiment of individual existence</p>	<p>Thoreau's <i>Walden</i>; Emerson's <i>Nature</i>; Melville's <i>Bartleby the Scrivener</i></p> <p>Read about American attempts at Utopian societies</p>	<p>Dedicate time to observing nature and record your results in a journal</p> <p>Identify an aspect of modern society that troubles you. Research, write and present a persuasive speech on the topic</p> <p>In a cooperative learning project, design and present a version of a Utopian society</p>	<p>Essay</p> <p>Journal entries</p> <p>Unit tests</p> <p>Cooperative project</p>

<p>How important is conformity to one's happiness?</p>	<p>One must establish a livable balance among the laws, societal pressures, and one's personal beliefs to find happiness</p>	<p>Thoreau's <i>Walden</i>; <i>The Night Thoreau Spent in Jail</i>; Movie: <i>Dead Poet's Society</i></p>	<p>Research the philosophy of Transcendentalism.</p> <p>Read <i>The Night Thoreau Spent in Jail</i> and write an essay explaining how Thoreau embodies the spirit of the Transcendentalists.</p> <p>Write a personal response to one of the following questions: Are you a transcendentalist in any way? Does the philosophy of Transcendentalism appeal to you</p> <p>Write a first-person essay about a situation in which you either were a conformist or nonconformist</p> <p>Watch <i>Dead Poet's Society</i> and make a list of all direct and indirect references to following one's intuition and/or avoiding conformity</p>	<p>Use of guided reading questions</p> <p>Objective quizzes and tests</p> <p>Open-book quizzes</p> <p>Assess the content of essay or journal for recognition and application of transcendental aspects</p>
<p>What are the characteristics of the Byronic hero, and is this type of hero still found in today's society?</p>	<p>The Byronic hero is usually mysterious, brooding, melancholic, impatient, and mercurial - impassioned by a cause, and scorned by his past. He is, however, vivacious and charismatic</p>	<p>Byron's <i>The Corsair</i>, <i>Childe Harold</i>, and <i>Don Juan</i>; Emily Bronte's <i>Wuthering Heights</i>; Charlotte Bronte's <i>Jane Eyre</i></p>	<p>Research the character of Heathcliff, the quintessential Byronic hero from <i>Wuthering Heights</i>, and compare him to a modern day version such as Batman</p> <p>Write a character analysis that compares the character of Edward Rochester (<i>Jane Eyre</i>) to the Byronic heroes of Lord Byron's poems</p> <p>Compare Rochester and Heathcliff</p>	<p>Guided reading questions</p> <p>Guided viewing questions</p> <p>Essay: Character analysis</p> <p>Assess the application of the Byronic hero traits to a modern character.</p>

<p>How did the philosophy of the Romantics affect music?</p>	<p>Romantic music emphasized self-expression and individuality of style; they explored a vast array of feeling; there was less emphasis on balance</p> <p>As a result, the Romantics used a greater range of tone color, dynamics and pitch</p>	<p>Readings from <i>Music: An Appreciation</i> including "The Romantic Period in Music"</p> <p>Musical selections from any of the following: Schubert; Chopin; Liszt (<i>Les Preludes</i>); Mendelssohn; Berlioz (<i>Symphonie fantastique</i>); Smetana; Tchaikovsky; Brahms; Verdi; Puccini and Wagner</p>	<p>Create guided-reading questions</p> <p>Listen to a variety of Romantic musical selections</p> <p>Listen to a selected musical work of the period (perhaps with eyes closed). Record the many different emotions conveyed throughout the piece</p> <p>Research one of the Romantic composers and explain how his personality, music, and performance are characteristic of the period</p> <p>Create a visual representation of a Romantic musical work and provide a written explanation</p>	<p>Assess guided-reading questions</p> <p>Assess research paper</p> <p>Assess written explanation for visual representation of Romantic music selection</p> <p>Objective quizzes and test</p>
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- LA.9-10.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- LA.9-10.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- LA.9-10.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LA.9-10.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA.9-10.W.9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- LA.9-10.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.
- LA.9-10.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA.9-10.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- LA.9-10.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- LA.9-10.W.9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- LA.9-10.W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- LA.9-10.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- LA.9-10.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- LA.9-10.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- LA.9-10.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- LA.9-10.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- LA.9-10.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LA.9-10.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Differentiation

Differentiation in this unit may include:

Modifying the type and/or length of writing assessments;

Limiting rote memory quizzes/tests;

Educational excursions;

Use of graphic organizers;

Frequent teacher and peer-editing opportunities

Establishing a “floating” deadline as opposed to one set day

Allowing student choice for means of assessment;

And utilizing computers in the classroom to assist with brainstorming ideas and difficult concepts.

Technology

Students may use laptop computers from classroom laptop cart to conduct Internet research for collaborative and individual assignments. They will share information ascertained both in class and, if teacher has capability, via the Moodle forum. It is suggested that students be held accountable for the use of multimedia presentations, Publisher, Digital white board, film, music, photography, and any/all Internet forums deemed appropriate as means of producing presentations and completing assessments for the Theme Portfolio and American Lyceum projects.

College and Workplace Readiness

The elaborate American Lyceum project and performance will give students the opportunity to enhance reading, writing, listening, speaking, and research skills. After extensive reading and research, the student will write a speech and deliver a presentation as the assigned author. This project will enhance personal communication skills by stressing the importance of speaking with clear, concise, organized language, as well as the use of effective body language, gestures, and voice inflection.

Through the use of technology students will understand: technology is essential to communicate ideas and solutions; emerging technologies affect the way research is conducted; continual training is essential to success. Students will also have the ability to use a variety of software programs and Internet resources to create effective multi-media presentations.

All of this enhances a student's college and workplace readiness.