



Unit Name: Reading Literature/Writing Literary Essays

Duration: Unit 4

Essential Questions:

**How does society create pariahs?
What are the dangers of knowledge?
Can we go too far?
What does it mean to play God?**

Enduring Understandings:

**Readers will elements of Romantic period of literature
Readers will understand elements and implications of an epistolary novel
Readers will understand role and dangers of technology in society
Readers will determine qualities of a good parent
Readers will understand themes of responsibility, secrecy, alienation**

Relevant Standards: RL11.12.1, RL11.12.2, RL11.12.4, RL11.12.7, W11.12.1, W11.12.2, W11.12.4, W11.12.5, W11.12.6, W11.12.7, W11.12.8, W11.12.9, SL11.12.1, SL11.12.2, SL 1.12.3, SL11.12.4, SL11.12..5, SL11.12.6, L11.12.1, L11.12.2, L11.12.3, L11.12.4, L11.12.5,



L11.12.6

Core Instruction: Teachers will blend reading, writing, and grammar into *Frankenstein* and *Prometheus*

Reading: Genre Literature/Shakespearean

- Recognize connections between The Greek myth, Prometheus and Frankenstein
- Judge responsibility of society and Dr. Frankenstein in the development of the monster
- Evaluate the dangers of secrecy as applied to the actions of Dr. Frankenstein
- Apply issues discussed in text to present day technological advances
- Class Discussion of thematic elements
- Critique directorial choices in cast, blocking, camera angle, costume and music as applicable
- Discuss impact of directorial choices

Writing: Writing a literary essay on *Frankenstein*

Students will understand the elements of Romantic Literature and how social injustice plays into literature

- Brainstorm to develop ideas
- Use of knowledge to create presentation
- Demonstrate understanding of thesis and be able to prove the statement
- Become familiar with many new words for vocabulary building
- Compare personal knowledge of legends to written legends
- Draw connections between multiple texts for comparison/contrast of themes, characters, etc
- Derive implications of alternative staging of the play as connected to theme
- Critique directorial choices in cast, blocking, camera angle, costume and music as applicable
- Discuss impact of directorial choices

Grammar:



- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Interdisciplinary Connections

Students will work with science teachers to connect advancements in technology in today’s world to the past.

Tier 2 Vocabulary: according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, consequence, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

Tier 3 Vocabulary: epistolary, camera angle, directorial choices, cast

Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

Novel: *Frankenstein*

21st Century Themes and Skills:

CRP2. Apply appropriate academic and technical



<p>skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.d</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>Students will work in groups to build a scientific monster description</p>
<p>8.1 Educational Technology</p> <p>8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p>	<p>Understand and use</p>



	<div style="border: 1px solid black; padding: 2px; display: inline-block;">technology systems.</div>		
Assessments and Performance Tasks:	<p>Students will create a monster in group assignment</p> <p>Students will write literary essay on social injustice in <i>Frankenstein</i></p> <p>Students will take test that consists of character matching, quotes, short answers, and an essay on <i>Frankenstein</i>.</p>		
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.	Modified Assignments	Pair visual prompts with verbal	Pair visual prompts with verbal



<p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two.</p> <p>Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience,</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p>	<p>presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>	<p>presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p>
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<p>format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>	<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p>
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