

## English II

### ELA Unit Planning Template (Eng 2)

**Unit:** \_\_Determining how moral and ethical choices impact society as well as how poor and negative choices can be destructive\_\_\_\_\_ **Time Frame:** \_\_approximately 9 weeks\_\_

\_\_\_\_\_ **Teacher:** \_\_Stenzel/Doloski\_\_\_\_\_

**Unit Summary and Rationale:** The novel, *The Lord of the Flies*, is an attempt to analyze how the defects in society can be traced back to the defects of human nature. There will be a correlation established between history and how it can be tied to the present. Throughout the novel, students will examine how the lack of moral standards and solid, ethical choices can contribute to the breakdown of human society. Through reading, writing, and discussion, the class will learn how individual choices can affect outcomes and have powerful consequences.

**Essential Questions:**

How does a society establish and maintain order?

- Are laws necessary?
- Can individuals influence and control groups, or do groups influence and control individuals?

How does society's view and stereotypes affect a person's power and status?

**Learning Target:**

Students will:

- Read and comprehend the plot structure of a grade-appropriate novel
- Recognize and review plot structure and how the ideas transition from cause to effect
- Identify how characters change and evolve throughout the novel
- Identify how different types of irony play a major role in situations and outcomes
- Identify symbolism and how it leads to a deeper understanding of the novel and plot
- Write in various structures and for different purposes
- Use and apply newly acquired text-based vocabulary
- Write and build upon knowledge of formal and research writing
- Complete a persuasive essay that utilizes formal knowledge of essay structure

**Unit Connection College and Career Ready Descriptions:** Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Student will learn about personal choices and potential consequences  
Students will demonstrate independence.
- Students will examine textual evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.

- Students will critique literature and the points made as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of history and how it pertains to modern times.

**Unit Standards:**

Reading	Writing	Speaking and Listening	Language

**Assessments:**

Formative Assessments	Summative Assessments
<p>Daily assignments/follow-up text-based questions on assigned reading</p> <p>Teacher-led and student-led discussions based upon both literary and informational texts</p> <p>Student-led group task and presentation</p> <p>Monitor classroom discussions to evaluate student participation and overall input</p> <p>Various formative assessments/exit slips/short response</p> <p>Classwork and homework</p> <p>Writing tasks of varying lengths</p>	<p>Determine author's major theme and write a persuasive paper explaining how it evolves throughout the story to support the author's theory</p> <p>End of the unit multiple choice/short answer quizzes/tests</p>

**Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:**

Reading Tasks	Writing Tasks	Discussion Tasks	Language/Vocabulary Tasks
<ul style="list-style-type: none"> <li>• In class (group) and individual reading, as well as outside reading</li> <li>• Chapter by chapter analysis</li> <li>• Informational texts related to author</li> <li>• Understand character development and motivation through close reading</li> </ul>	<ul style="list-style-type: none"> <li>• Several types of written responses to texts</li> <li>• Grammar Development</li> <li>• MLA format and structure</li> <li>• Exit slips/Blackboard</li> <li>• Summative essay toward end of unit</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and whole class discussion reviewing plot structure, analysis of storyline, literary elements, and character development</li> <li>• Discuss and review MLA format for formal writing of short tasks and full essay</li> <li>• Class discussion and review of plot elements and details of novel</li> <li>• Discussion of different grammar and punctuation rules</li> </ul>	<ul style="list-style-type: none"> <li>• Student-generated text-based vocabulary terms as well as assigned vocabulary words from the text</li> <li>• Literary terms</li> <li>• Various vocabulary development assignments</li> <li>• Formal writing terms, APA format</li> </ul>

**Texts:**

Extended Text: *Lord of the Flies*

**Short Informational Text(s):**

Golding Biographical information website <http://www.biography.com/people/william-golding-9314523>

“Prison for Young Killers Renews Debate on Saving Society’s Lost”

<http://www.nytimes.com/1996/01/31/us/prison-for-young-killers-renews-debate-on-saving-society-s-lost.html>

Other current articles related to teen social issues

**Videos and Uploaded Files:**

Lord of the Flies movie

**Vocabulary:**

<p>Tier 2 Vocabulary:</p> <p>Text based words from various chapters as well as student-generated vocabulary and terms</p>	<p>Tier 3 Terms:</p> <p>Symbolism Theme Characteristics/Characters Round/Flat (Static/Dynamic) Characters Civilization</p>
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**Notes:**

<p>Will continue to update and provide current articles and information as they become available</p>
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## ELA Unit Planning Template (Eng 2)

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**Teacher:** Stenzel/Doloski

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