

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p><i>George Orwell's Animal Farm as literature and political analysis.</i></p> <p><i>The Dynamics of power and control in political and economic systems.</i></p> <p><i>Standards addressed:</i> Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Integrate and evaluate content presented in diverse media and formats.</p> <p>Write arguments to support claims in an analysis of</p>	<p>How do different societies organize themselves politically and economically?</p> <p>How does human motivation and striving manifest in governments and economies?</p> <p>What are the characteristics of authoritarian regimes and dictators?</p> <p>How does the author use allegory to reflect reality?</p> <p>Vocabulary- capitalism, communism, socialism, democracy, representative republic, dictatorship, monarchy, plutocracy.</p>	<p>Students will read George Orwell's <i>Animal Farm</i> and examine it as both an allegory for Stalinist Russia and a reflection of all authoritarian regimes.</p> <p>Students will examine Maslow's hierarchy of needs and discuss how various economic systems interact with human motivation.</p> <p>Students will write a reflective essay on one change they would propose to our current economic or political structure to better allow individuals to achieve self actualization.</p>	<p>Students will be assessed using reading quizzes to measure compliance with reading assignments, partake in whole class discussions of the essential questions, and write an essay. In addition, students will be asked to post a comment on Google Classroom responding to a prompt, and subsequently be asked to comment on a classmate's comment.</p>	4 weeks

<p>substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>				
<p><i>Frankenstein by Mary Shelley as literature and reflection of reaction to the age of science and discovery.</i></p> <p><i>What boundaries, if any, should science and medicine observe as the human race becomes more and more capable of manipulating the human body.</i></p> <p><i>Standards Addressed:</i></p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,</p>	<p>Should science and medicine be regulated and limited by laws or should they self regulate?</p> <p>Does human manipulation of heredity, the genome, and the human body threaten humanity's structure and future?</p> <p>What is the current state of science's ability to alter the human ability to detect and change inherited characteristics, such as predistortion to diseases.</p> <p>Vocabulary:</p> <p>Genetic engineering Gene splicing Cloning DNA Bio eithics</p>	<p>Reading novel Frankenstein. Viewing educational videos on the current state of gene splicing. Ted Talk on bio-ethics of gene splicing to alter or chose characteristics of unborn children.</p> <p>As the novel was written about 1820 study of writing style and vocabulary used at the time by British authors will be covered.</p>	<p>Reading quizzes will be used to check for compliance and comprehension of assigned reading. Students will be asked to post comments on Google Classroom offering their opinions and observations about the ethics of gene splicing and their ideas for its appropriate use and appropriate limitations. After posting their own comments students will be asked to comment on a classmate's comment. Students will conclude the unit by writing a reflective essay on their beliefs about permissible use of science to achieve genetic modifications in humans and animals.</p>	<p>5 weeks</p>

<p>chapter, scene, or stanza) relate to each other and the whole.</p> <p>Integrate and evaluate content presented in diverse media and formats</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p>				
<p><i>The tradition of political opposition and civil disobedience in American literature and history.</i></p> <p><i>How leaders of political change have used writing in an attempt to persuade the world of the justice of their cause.</i></p> <p><i>Standards Addressed</i></p> <p>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</p> <p>Analyze the structure of texts, including</p>	<p>How did Thomas Jefferson use the Declaration of Independence to justify to Europe the American's break with Great Britain?</p> <p>What did Jefferson hope to accomplish besides declaring independence for the colonies?</p> <p>How did Henry David Thoreau's essay Civil Disobedience create a template for peaceful resistance?</p> <p>How did Martin Luther King Jr.'s Letter From Birmingham Jail draw on both the Jefferson and Thoreau writings to explain and justify non-violent protest?</p>	<p>Read, in its entirety, the Declaration of Independence and understand Jefferson's goal in historical context.</p> <p>Analyze the Declaration as a persuasive essay, examining how Jefferson employed logic and reason to present his case.</p> <p>Read and analyze Thoreau's essay Civil Disobedience, examining Thoreau's essay structure and content.</p> <p>Read King's Letter From Birmingham Jail, noting similarities between King's and Thoreau's arguments.</p>	<p>Students will summarize main points of each of the three works individually, creating abstract of 100 words or less.</p> <p>Students will write a short, expository essay, noting similarities in the three works.</p>	<p>2 week</p>

<p>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.</p> <p>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.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>				
<p><i>George Orwell's 1984</i></p> <p><i>Totalitarianism and its presence and function in the contemporary world.</i></p>	<p><i>What countries are currently ruled by totalitarian governments?</i></p> <p><i>What are the characteristics of totalitarian regimes historically and in contemporary times?</i></p> <p><i>Who benefits and who suffers from totalitarianism?</i></p>	<p>Read and discuss the novel 1984 by George Orwell</p> <p>Examine the governments of North Korea and China and their impact on the everyday lives of their citizens as contrasted with western democracies.</p> <p>Examining the historical context of Orwell's book during</p>	<p>Reading comprehension quizzes</p> <p>Summary of government actions allowed by the USA Patriot Act</p> <p>Journal entry about adequacy/ desirability of metal detectors and dogs in schools.</p>	<p>5 weeks</p>

		the cold war and Stalin's rule in the USSR		
Career Exploration and research project	<p>What is the process of gathering data about various career options to help seniors with the decision process of what path to follow post graduation?</p> <p>What are sources of qualitative and quantitative data about jobs, careers, education and training?</p> <p>How can use of the Naviance software aid students in narrowing their post graduation choices.</p>	<p>Students will begin by surveying a large array of career options via the Bureau of Labor Statistics, the NY and US Department of Labor, and other resources with data about various jobs and careers.</p> <p>Students will then select two potential career paths to explore, and gather information about those paths including pay, duties, training and education required and future job outlook.</p> <p>After completing this process students will interview and when possible shadow individuals already pursuing their research careers in an effort to gain first hand knowledge of work environments, day to day experiences, and</p>	<p>The research process both during class time and outside of class, with individual student/teacher conferences used to evaluate progress and overcome obstacles.</p> <p>Grading for the work will be pass/fail.</p>	Ongoing over the course of the first five marking periods.

		pros of cons of their research choices.		
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**Each Unit above collectively addresses all of the Common Core Standards for ELA & Literacy.

Title or topics	Essential questions	Content skills (activities to cover essential questions)	Major Assessments	Time
Hamlet by William Shakespeare	<p>What accounts for Shakespeare's enduring popularity?</p> <p>What are the main themes of Hamlet and how are they presented?</p> <p>What basic human motivations and experiences does Hamlet examine and explore?</p> <p>What are examples of Shakespeare's plots being copied for contemporary audiences?</p>	<p>Viewing the play Hamlet in its entirety in movie form.</p> <p>Prior to each scene view a short video explaining the scene's plot and themes.</p>	<p>At the conclusion of the play students will write explaining one theme in the play and what devices and dialogue is employed to communicate it.</p>	3 weeks