

Glassboro Public Schools Office of Curriculum and Instruction

	Instructional Unit Map							
Course Title: English IV								
Teacher(s):	Thomas Struck; Andrew Pancoast			Start Date:				
Unit Title and Sequence:	Unit 3 Grade 12: Lord of the Flies by W	illiam Golding		Length of Unit:	9 weeks			
Content Standards (with codes) – What do we want them to know, understand, &do?	L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions. L.KL.11–12.2. 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. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 11–12 reading and content,	Essential Questions	What when Are §	n in large groups? good and evil inherent?	se innocence? v do people make poor or unwise decisions Are they as simple as black and white? matural impact human actions?			

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including technical meanings,		
choosing flexibly from a range of		
strategies.		
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.		
B. Identify and correctly use patterns of word		
changes that indicate different meanings or parts of speech (e.g., conceive, conception,		
conceivable).		
C. Analyze how an author or speaker uses and		
refines the meaning of a key term or terms over		
the course of a text or discussion.		
D. 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, its		
etymology, or its standard usage.		
E. 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). L.VI.11–12.4. Demonstrate		
understanding of figurative language,		
word relationships, and nuances in		
word meanings, including connotative		
meanings.		
A. Interpret figures of speech (e.g., hyperbole,		
paradox) in context and analyze their role in the text.		
B. Analyze nuances in the meaning of words		
with similar denotations.		
C. Analyze how the meaning of a key term or		
terms develops or is refined over the course of a		
text.		
D. Analyze the impact of specific word choices on meaning and tone, including language that is		
particularly fresh, engaging, or beautiful.		
RL.CR.11–12.1. Accurately cite		
strong and thorough textual evidence		
and make relevant connections to		
strongly support a comprehensive		
analysis of multiple aspects of what a		
analysis of multiple aspects of what a		
literary text says explicitly and		
inferentially, as well as interpretations		
of the text; this may include		
determining where the text leaves		
matters uncertain.		
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RL.CI.11–12.2. Determine two or		
more themes of a literary text and		
analyze how they are developed and		
refined over the course of the text,		
including how they interact and build		
on one another to produce a complex		
account or analysis; provide an		
objective summary of the text.		
RL.IT.11–12.3. Analyze the impact of		
the author's choices as they develop		
ideas throughout the text regarding		
how to develop and relate elements of		
a story or drama (e.g., where a story is		
set, how the action is ordered, how the		
characters are introduced and		
developed).		
RL.TS.11–12.4. Evaluate the author's		
choices concerning the structure and		
the effectiveness of specific parts of a		
text (e.g., the choice of where to begin		
or end a story, the choice to provide a		
comedic or tragic resolution) and how		
they contribute to its overall structure		
and meaning, as well as its aesthetic		
impact.		
RL.PP.11–12.5. Evaluate		
perspectives/lenses from two or more		
texts on related topics and justify the		
more cogent viewpoint (e.g., different		
accounts of the same event or issue,		
use of different media or formats).		
RL.MF.11–12.6. Synthesize complex		
information across multiple sources		
and formats to develop ideas, resolve		
conflicting information, or develop an		
interpretation that goes beyond		
explicit text information (e.g., express		
a personal point of view, new		
interpretation of the author's		
message).		
RL.CT.11–12.8. Demonstrate		
knowledge of analyze, and reflect on		
(e.g., practical knowledge,		
historical/cultural context, and		
background knowledge) documents of		
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historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.	Ī
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RI.IT.11–12.3. Analyze the impact of	
an author's choices as they develop	
ideas throughout the text regarding a	
complex set of ideas or sequence of	
events, and explain how specific	
individuals, ideas, or events interact	
and develop.	
RI.TS.11–12.4. Evaluate the author's	
choices concerning structure and the	
effectiveness of the structure an author	
uses in his or her exposition or	
argument, including whether the	
structure makes points clear,	
convincing, and engaging.	
RI.PP.11–12.5. Analyze an author's	
purpose in a text distinguishing what	
is directly stated in a text or through	
rhetoric, analyzing how style and	
content convey information and	
advance a point of view.	
RI.CT.11–12.8. Analyze and reflect	
on (e.g., practical knowledge,	
historical/cultural context, and	
background knowledge) documents of	1

historical and scientific significance		
for their purposes, including primary		
source documents relevant to U.S.		
and/or global history and texts		
proposing scientific or technical		
advancements.		
W.IW.11–12.2. Write		
informative/explanatory texts		
(including the narration of historical		
events, scientific procedures/		
experiments, or technical processes) to		
examine and convey complex ideas,		
concepts, and information clearly and		
accurately through the effective		
selection, organization, and analysis of		
content.		
A. Introduce a topic; organize complex ideas,		
concepts, and information so that each new		
element builds on that which precedes it to create a unified whole; include formatting (e.g.,		
headings), graphics (e.g., figures, tables), and		
multimedia when useful to aiding		
comprehension.		
B. Develop the topic thoroughly by selecting the		
most significant and relevant facts, extended		
definitions, concrete details, quotations, or other information and examples appropriate to the		
audience's knowledge of the topic.		
C. Use appropriate and varied transitions and		
syntax to link the major sections of the text,		
create cohesion, and clarify the relationships		
among complex ideas and concepts. D. Use precise language, domain-specific		
vocabulary, and techniques such as metaphor,		
simile, and analogy to manage the complexity of		
the topic.		
E. Establish and maintain a style and tone		
appropriate to the audience and purpose (e.g.,		
formal and objective for academic writing) while attending to the norms and conventions of		
the discipline in which they are writing.		
F. Provide a concluding paragraph or section		
that supports the argument presented (e.g.,		
articulating implications or the significance of		
the topic).		
W.WP.11–12.4. Develop and		
strengthen writing as needed by		
planning, revising, editing, rewriting,		
trying a new approach; sustaining		
effort to complete complex writing		
tasks; tracking and reflecting on		

	personal writing progress (e.g., using	
	portfolios, journals, conferencing); or	
	consulting a style manual (such as	
	MLA or APA Style), focusing on	
	addressing what is most significant for	
	a specific purpose and audience.	
	W.WR.11–12.5. 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.	
	W.SE.11–12.6. Gather relevant	
	information from multiple	
	authoritative print and digital sources,	
	using advanced searches effectively;	
	assess the strengths and limitations of	
	each source in terms of the task,	
	purpose, and audience; integrate	
	information into the text selectively to	
	maintain the flow of ideas, avoiding	
	plagiarism and overreliance on any	
	one source and following a standard	
	format for citation (MLA or APA	
	Style Manuals).	
	W.RW.11–12.7. 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.	
	SL.PE.11–12.1. Initiate and participate	
	effectively in a range of collaborative	
	discussions (one-on-one, in groups,	
	and teacher-led) with peers on grades	
	11–12 topics, texts, and issues,	
	building on others' ideas and	
	expressing their own clearly and	
	persuasively.	
	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	
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	topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubries), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and cerative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. S.L.ES. II—12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. S.L.P.I.II—12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.AS.11—12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Summative Assessment(s) (identify as secondary/primary) – How will we know they have gained the knowledge & skills?	End of Unit Writing Task: In a five-paragraph essay, citing specific textual evidence, analyze how Golding uses symbolism and character development to convey his central message about human nature. CSA Assessment: Unit test
Unit Pre-assessment(s) – What do they know prior?	The Fall MAP Benchmark and Winter MAP Benchmark will be used to assess prior learning.
Pre-requisite Skills – What hurdles may exist for some students?	 Some understanding of World War II and the Cold War Understanding of basic governing structures, including, but not limited to, democracy, authoritarianism, anarchy Familiarity with basic psychological concepts Ability to understand symbolism and complex themes

Instructional/Assessment Scaffolds (Modifications	English Language Learners	Special Ed Stude		Str	ruggling Learners	Advanced Learners	
/Accommodations) – planned for prior to instruction	 Activities that assist with comprehension and understanding will be used for English Language Learners Modify assignments to reflect ability and interest Modify writing assignments to lessen intensity Substitute materials with lower reading levels Provide printed notes 			 Modify ability and Modify lessen into Substitute 	printed notes assignments to reflect d interest writing assignments to	Provide additional texts Provide additional open-ended questioning and writing assignments (Honors class) Provide time for free reading and study of student-selected texts	
Differentiated Instructional	Access (Resources and/or Process)			Expression	on (Products and/or Perform	mance)	
Methods: (Multiple means for students to access content and multiple modes for student to express understanding.)	Students will use the Learning Management System, Schoology, to access their materials. Their assignments and the associated texts will be uploaded to the platform.			Students have various opportunities to demonstrate understanding through journal writing and open-ended responses.			
Integration of Technology	This unit is delivered to the students using Schoology, the district's Learning Management System. The students will access the unit's assignments using their district laptops. The unit also includes digital texts and printed/digital notes.					lents will access the unit's	
Cross-curricular Standards	6.1.5.EconET.3: Explain how scarcity ar influence decisions made by individuals, and nations.			solving initiatives reflect applicable to the 21st ceruse of propaganda to pro		rill be utilized to promote problem- ctive of the unit content, but entury (globalism, human rights, omote political agenda, and the nisinformation through media).	

	Instructional Learning Plan							
Timefram e & Dates	Learning Goal(s) (Attach corresponding standards)	Learning Objective(s) (in order in which they are taught)	Instructional Strategies/Student Activities	Formative Assessments	Resources	Reflectio ns		
Week 1	L.SS.11–12.1. Demonstrate command of the system and structure of the English language when	Students will understand the historical and political context of WWII and	Day 1: Lecture on post-WWII society; guided notes Day 2: Introductory videos/lecture on	Anticipation guide responses Quiz on notes Text-dependent	Youtube videos: https://www.youtube.com/watch?v=ZEIRmEk https://www.youtube.com/watch?v=NnnZ6y1H PqI	TBD		
	writing or speaking.	how it informs	William Golding;	questions				

L.KL.11–12.2. Apply	the novel's	Guided notes	1. During and after	"The Lottery" by Shirley Jackson	
knowledge of	setting and	Guided Hotes	World War II, what	The Louery by Shirtey Jackson	
language to	themes.	Day 3: Students will	types of power	Lord of the Flies by William Golding	
understand how			struggles occurred?	Lord of the Files by William Golding	
	• Students will	read the short story			
language functions in	define/identify	"The Lottery" by	How did seemingly		
different contexts, to	themes and	Shirley Jackson.	advanced		
make effective	concepts such	D 4 G 1 1 (/T)	civilizations descend		
choices for meaning	as "civilization	Day 4: Conclude "The	into savagery?		
or style, and to	vs. savagery"	Lottery;" discussion			
comprehend more	and "loss of	and text-dependent	2. Compare and		
fully when reading or	innocence."	questions	contrast the symbols		
listening.	 Students will 		of civilization and		
L.VL.11–12.3.	explore	Day 5: Anticipation	symbols of savagery		
Determine or clarify	themes of	guide: respond to	in "The Lottery."		
the meaning of	blind	provocative statements			
unknown and	conformity	related to themes in			
multiple-meaning	and mob	Lord of the Flies.			
words and phrases	mentality in a				
based on grades 11-	short story.				
12 reading and					
content, including					
technical meanings,					
choosing flexibly					
from a range of					
strategies.					
L.VI.11–12.4.					
Demonstrate					
understanding of					
figurative language,					
word relationships,					
and nuances in word					
meanings, including					
connotative					
meanings.					
RL.CR.11–12.1.					
Accurately cite					
strong and thorough textual evidence and					
make relevant					
connections to					
strongly support a					
comprehensive					
analysis of multiple					
aspects of what a					
literary text says					

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explicitly and				
inferentially, as well				
as interpretations of				
the text; this may				
include determining				
where the text leaves				
matters uncertain.				
RL.CI.11–12.2.				
Determine two or				
more themes of a				
literary text and				
analyze how they are				
developed and				
refined over the				
course of the text,				
including how they				
interact and build on				
one another to				
produce a complex				
account or analysis;				
provide an objective				
summary of the text.				
SL.PE.11–12.1.				
Initiate and				
participate effectively				
in a range of				
collaborative				
discussions (one-on-				
one, in groups, and				
teacher-led) with				
peers on grades 11–				
12 topics, texts, and				
issues, building on				
others' ideas and				
expressing their own				
clearly and				
persuasively.				
SL.ES.11–12.3.				
Evaluate a speaker's				
point of view,				
reasoning, and use of				
evidence and				
rhetoric, assessing				
the stance, premises,				
links among ideas,				
 mino uniong ideas,	<u> </u>	l	<u> </u>	

Week 2	of emphasis, and tone used. SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L.KL.11–12.2. Apply knowledge of language to	• Analyze how Golding introduces	Read and annotate Chapters 1-2.	Reading quizzes Text-dependent	Lord of the Flies by William Golding	TBD
	understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more	characters and conflict. • Evaluate leadership dynamics and symbols.	Day 1: Key passages - First description of the island and "the scar" - Introduction of Ralph, Piggy, and the conch - Jack's hesitation to kill Day 2: Key passages - Ralph's election as chief	questions Character chart After reading Chapter 2 independently, students will choose and respond to one of the following questions: 1. How do Piggy and Jack clash? What seems to be their primary means of 'winning' an argument or gaining attention?		

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fully when reading or	- Jack's			
listening.	reaction to the	2. Analyze primary		
L.VL.11–12.3.	election	characters (Ralph,		
Determine or clarify	- Boys'	Piggy, Jack) and their		
the meaning of	exploration of	contributions to the		
unknown and		advancement of the		
multiple-meaning	the island	group. What does		
words and phrases	Day 3: Key passages	each bring or offer?		
based on grades 11–	- The first	caen oring or orier.		
12 reading and	assembly and	3. How does the		
content, including	introduction	mention of a 'beastie'		
	of rules			
technical meanings,	- The "beastie"	impact the group?		
choosing flexibly		Why is this		
from a range of	and the	significant?		
strategies.	littlun's fear			
L.VI.11–12.4.	- The fire			
Demonstrate	building scene			
understanding of	and its			
figurative language,	destruction			
word relationships,	Day 4: Create a			
and nuances in word	character chart			
meanings, including				
connotative	Day 5: Class debate:			
meanings.	Who should lead the			
RL.CR.11–12.1.	boys?			
Accurately cite				
strong and thorough				
textual evidence and				
make relevant				
connections to				
strongly support a				
comprehensive				
analysis of multiple				
aspects of what a				
literary text says				
explicitly and				
inferentially, as well				
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the text; this may				
include determining				
where the text leaves				
matters uncertain.				
RL.CI.11–12.2.				
Determine two or				
more themes of a				

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literary text and				
analyze how they are				
developed and				
refined over the				
course of the text,				
including how they				
interact and build on				
one another to				
produce a complex				
account or analysis;				
provide an objective				
summary of the text.				
RL.IT.11–12.3.				
Analyze the impact				
of the author's				
choices as they				
develop ideas				
throughout the text				
regarding how to				
develop and relate				
elements of a story or				
drama (e.g., where a				
story is set, how the				
action is ordered,				
how the characters				
are introduced and				
developed).				
SL.PE.11–12.1.				
Initiate and				
participate effectively				
in a range of				
collaborative				
discussions (one-on-				
one, in groups, and				
teacher-led) with peers on grades 11–				
12 topics, texts, and				
issues, building on				
others' ideas and				
expressing their own				
clearly and				
persuasively.				
SL.ES.11–12.3.				
Evaluate a speaker's				
point of view,	<u> </u>			

reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas,					
word choice, points of emphasis, and tone used.					
L.KL.11–12.2. 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. L.KL.11–12.2. 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. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.	 Students will define "foreshadowin g," "irony," and "symbolism," and identify examples. Students will examine the breakdown of social order. Students will analyze narrative structure and point of view. 	Read and annotate chapters 3-4. Day 1: Key passages - Jack hunting in the jungle - Ralph and Jack argue over shelters vs. Hunting - Simon's retreat into the forest Day 2: Key passages - Roger throwing stone near Henry - Jack painting his face Day 3: Key passages - The missed rescue opportunity - Jack and Ralph fight over responsibility - Jack hits Piggy; the group sides with Jack Day 4: Key passages - Close reading: Piggy's treatment by the group	Reading quizzes Text-dependent questions Character chart update After reading Chapter 4 independently, students will choose and respond to one of the following questions: 1. How does the group both win and lose in the chapter? Who seems to be the primary force behind these two contrasting events? 2. Again, Jack seems to be at odds with Ralph and Piggy. What is significant about this scene? 3. How do the scenes with Maurice and Roger contribute to the conflict of the novel? How do their behaviors, especially when contrasted to their sense of	Lord of the Flies by William Golding	TBD

L.VI.11–12.4.	- Identify	morality, reflect the	
Demonstrate	examples of	idea of civility versus	
understanding of	irony,	barbarism or	
	foreshadowin	anarchy?	
figurative language,		allarchy:	
word relationships,	g, and		
and nuances in word	symbolism		
meanings, including	- Group		
connotative	discussion:		
meanings.	How does		
RL.CR.11–12.1.	power begin		
Accurately cite	to shift?		
strong and thorough	Day 5: Text-dependent		
textual evidence and	questions		
make relevant			
connections to			
strongly support a			
comprehensive			
analysis of multiple			
aspects of what a			
literary text says			
explicitly and			
inferentially, as well			
as interpretations of			
the text; this may			
include determining			
where the text leaves			
matters uncertain.			
RL.CI.11–12.2.			
Determine two or			
more themes of a			
literary text and			
analyze how they are			
developed and			
refined over the			
course of the text,			
including how they			
interact and build on			
one another to			
produce a complex			
account or analysis;			
provide an objective			
summary of the text.			
RL.IT.11–12.3.			
Analyze the impact			
of the author's			
 	I.	1	

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	choices as they					
	develop ideas					
	throughout the text					
	regarding how to					
	develop and relate					
	elements of a story or					
	drama (e.g., where a					
	story is set, how the					
	action is ordered,					
	how the characters					
	are introduced and					
	developed).					
	SL.PE.11–12.1.					
	Initiate and					
	participate effectively					
	in a range of					
	collaborative					
	discussions (one-on-					
	one, in groups, and					
	teacher-led) with					
	peers on grades 11-					
	12 topics, texts, and					
	issues, building on					
	others' ideas and					
	expressing their own					
	clearly and					
	persuasively.					
	SL.ES.11–12.3.					
	Evaluate a speaker's					
	point of view,					
	reasoning, and use of					
	evidence and					
	rhetoric, assessing					
	the stance, premises,					
	links among ideas,					
	word choice, points					
	of emphasis, and tone					
	used.					
Week 4	L.KL.11–12.2. Apply	 Students will 	Read and annotate	Reading quizzes	Lord of the Flies by William Golding	TBD
	knowledge of	explore how	chapters 5-6.			
	language to	fear		Character chart		
	understand how		Day 1: Key passages	update		
	language functions in	manipulates	- Ralph	_		
	different contexts, to	behavior.	reflecting on	Text-dependent		
	make effective			questions		
		1	ı	1 1	1	

choices for meaning	Students will	the group's		
or style, and to	identify	disintegration	Writing assignment:	
comprehend more	examples of	- Ralph's	the beast's symbolic	
fully when reading or	-	speech at the	meaning	
listening.	symbolism.	assembly	C	
L.KL.11–12.2. Apply		Day 2: Key passages	Quote analysis:	
knowledge of		- The littluns	- "The world,	
language to		talk about the	that	
understand how		beast	understanda	
language functions in		- Simon's	ble and	
different contexts, to		comment:	lawful	
make effective		"Maybe it's	world, was	
choices for meaning		only us."	slipping	
or style, and to		- Jack rejecting	away. Once	
comprehend more		the conch's	there was	
fully when reading or		authority	this and	
listening.		Day 3: Key passages	that; and	
L.VL.11–12.3.		- The dead	now-and the	
Determine or clarify		parachutist	ship had	
the meaning of		landing	gone" (91).	
unknown and		- Samneric's	- "What are	
multiple-meaning		misidentificati	we?	
words and phrases		on of the	Humans? Or	
based on grades 11–		beast	animals? Or	
12 reading and		- Ralph's	savages?	
content, including		internal	What's	
technical meanings,		thoughts	grownups	
choosing flexibly		about being	going to	
from a range of		chief	think?	
strategies.		Day 4: Key passages	Going off-	
L.VI.11–12.4.		- The group's	hunting	
Demonstrate		exploration of	pigs-letting	
understanding of		the castle rock	fires out-and	
figurative language,		 Jack calling it 	now!" (91).	
word relationships,		a good place	- "We're all	
and nuances in word		for a fort	drifting and	
meanings, including		- Ralph feeling	things are	
connotative		isolated and	going rotten.	
meanings.		unsupported	At home	
RL.CR.11–12.1.		Day 5:	there was	
Accurately cite		- Text-	always a	
strong and thorough		dependent	grownup.	
textual evidence and		questions	Please, sir;	
make relevant		- Discussion:	please, miss;	
connections to		What does the	and then	

	strongly support a	beast	you got an	
	comprehensive		answer.	
	analysis of multiple	represent?	How I	
		- Discussion:	wish!"	
	aspects of what a	How does the	w1811:	
	literary text says	ignoring of		
	explicitly and	Ralph's		
	inferentially, as well	orders		
	as interpretations of	continue to		
	the text; this may	impact the		
	include determining	boys on the		
	where the text leaves	island?		
	matters uncertain.	isiand?		
	RL.CI.11–12.2.			
	Determine two or			
	more themes of a			
	literary text and			
	analyze how they are			
	developed and			
	refined over the			
	course of the text,			
	including how they			
	interact and build on			
	one another to			
	produce a complex			
	account or analysis;			
	provide an objective			
	summary of the text.			
	RL.IT.11–12.3.			
	Analyze the impact			
	of the author's			
	choices as they			
	develop ideas			
	throughout the text			
	regarding how to			
	develop and relate			
	elements of a story or			
	drama (e.g., where a			
	story is set, how the			
	action is ordered,			
	how the characters			
	are introduced and			
	developed).			
	RI.CI.11–12.2.			
	Determine two or			
	more central ideas of			
1	more contain factor of	1		

	an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and					
	SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of					
	links among ideas, word choice, points of emphasis, and tone used.					
Week 5	L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.	• Students will trace the character development of Jack and Ralph.	Read and annotate chapters 7-8. Day 1: Key passages - Ralph reflects on being dirty and his fading	Reading quizzes Text-dependent questions: 1. Why did William Golding choose to include Ralph's	Lord of the Flies by William Golding Film versions	TBD

L.KL.11–12.2. Apply	Students will	memory of	daydream about the	
knowledge of	analyze	home	cottage and his time	
language to	Golding's use	- The boys'	there? How does this	
understand how	of diction and	pig-hunting	contribute to the	
language functions in		reenactment	novel?	
different contexts, to	tone.	with Robert		
make effective		- Ralph throws	2. What is the	
choices for meaning		his spear for	significance of the	
or style, and to		the first time	group "hunting"	
comprehend more		Day 2: Key passages	Robert? What is the	
fully when reading or		- Climb up the	significance of	
listening.		mountain at	Ralph's participation	
L.VL.11–12.3.		night	in it?	
Determine or clarify		- Description of		
the meaning of		the "beast"	3. What is your	
unknown and		- The boys'	interpretation of the	
multiple-meaning		panicked	Beast and its	
words and phrases		reaction and	correspondence with	
based on grades 11–		retreat	Simon? Is this a	
12 reading and		Day 3: Key passages	supernatural creature	
content, including		- Jack tries to	or a figment of his	
technical meanings,		overthrow	imagination?	
choosing flexibly		Ralph but		
from a range of		fails, then	Venn diagram/Notes	
strategies.		leaves		
L.VI.11-12.4.		- Piggy's		
Demonstrate		reaction and		
understanding of		suggestions		
figurative language,		for rebuilding		
word relationships,		order		
and nuances in word		 Jack starts his 		
meanings, including		own tribe and		
connotative		leads a		
meanings.		successful		
RL.CR.11-12.1.		hunt		
Accurately cite		Day 4: Key passages		
strong and thorough		- The pig's		
textual evidence and		head on a		
make relevant		stick – the		
connections to		Lord of the		
strongly support a		Flies		
comprehensive		- Simon's		
analysis of multiple		trance-like		
aspects of what a		state and		
literary text says		internal		

91.13 4	41.1	
explicitly and	dialogue with	
inferentially, as well	the pig	
as interpretations of	- "Fancy	
the text; this may	thinking the	
include determining	beast was	
where the text leaves	something	
matters uncertain.	you could	
RL.CI.11–12.2.	hunt and	
Determine two or	kill!"	
more themes of a	Day 5:	
literary text and	- Discussion:	
analyze how they are	Compare and	
developed and	contrast Jack	
refined over the	and Ralph.	
course of the text,	- Close re-	
including how they	reading and	
interact and build on	analysis of	
one another to	Simon's	
produce a complex	dialogue with	
account or analysis;	the pig	
provide an objective	- The class will	
summary of the text.	watch film	
RL.IT.11–12.3.	clips from	
Analyze the impact	both the 1963	
of the author's	and 1990	
choices as they	versions of	
develop ideas	the story	
throughout the text	and discuss	
regarding how to	interpretation.	
develop and relate	interpretation.	
elements of a story or		
drama (e.g., where a		
story is set, how the		
action is ordered,		
how the characters		
are introduced and		
developed).		
RL.TS.11–12.4.		
Evaluate the author's		
choices concerning		
the structure and the		
effectiveness of		
specific parts of a		
text (e.g., the choice		
of where to begin or		

			I I	
end a story, the				
choice to provide	a			
comedic or tragic				
resolution) and ho				
they contribute to				
overall structure a				
meaning, as well a				
its aesthetic impac				
RL.CT.11–12.8.				
Demonstrate				
knowledge of				
analyze, and reflec	et			
on (e.g., practical				
knowledge,				
historical/cultural				
context, and				
background				
knowledge)				
documents of				
historical and liter				
significance for th				
themes, purposes,				
and rhetorical				
features, including	5			
how two or more				
texts from the sam				
period treat simila	r			
themes or topics.				
SL.PE.11–12.1.				
Initiate and				
participate effective	vely			
in a range of				
collaborative				
discussions (one-c	on-			
one, in groups, and				
teacher-led) with				
peers on grades 11	<u> </u>			
12 topics, texts, ar				
issues, building or				
others' ideas and				
expressing their or	wn			
clearly and				
persuasively.				
SL.ES.11–12.3.				
Evaluate a speaker	r's			
L'alaace a speaker				

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	point of view,					
	reasoning, and use of					
	evidence and					
	rhetoric, assessing					
	the stance, premises,					
	links among ideas,					
	word choice, points					
	of emphasis, and tone					
	used.					
	SL.PI.11–12.4					
	Present information,					
	findings and					
	supporting evidence					
	clearly, concisely,					
	and logically. The					
	content, organization,					
	development, and					
	style are appropriate					
	to task, purpose, and					
	audience.					
	SL.AS.11–12.6.					
	Adapt speech to a					
	variety of contexts					
	and tasks,					
	demonstrating a					
	command of formal					
	English when					
	indicated or					
	appropriate.					
	6.1.5.EconET.3:					
	Explain how scarcity					
	and choice influence					
	decisions made by					
	individuals,					
	communities, and					
W 1 6	nations.		D 1 1 4	D 1'	I I (I E ! 1 - W'!!' C 1 !'	TDD
Week 6	L.SS.11–12.1.	 Students will 	Read and annotate	Reading quizzes	Lord of the Flies by William Golding	TBD
	Demonstrate	analyze the	chapters 9-10.		D'1	
	command of the	moral		Text-dependent	Film versions	
	system and structure	implications of	Day 1: Key passages	questions:		
	of the English	Simon's death.	 Simon wakes 	1. Compare the	"The Monsters Are Due on Maple Street" by	
	language when		up from his	killing of Simon to	Rod Serling text	
	writing or speaking.	 Students will 	trance and	the killing of Pete		
	L.KL.11–12.2. Apply	evaluate	discovers the	Van Horn. How are	"The Monsters Are Due on Maple Street" <i>The</i>	
	knowledge of	Golding's	truth about	the two deaths	Twilight Zone episode	
L	-				- *	

language to	commentary	the	similar? Are they	
understand how	on human	parachutist	justifiable and	
language functions in	nature.	- Simon's	forgivable?	
different contexts, to	nature.	reaction and		
make effective		his decision to	2. What is the	
choices for meaning		tell the others.	significance of the	
or style, and to		- Quote	Beast in relation to	
comprehend more		analysis, "So	Simon?	
fully when reading or		they had		
listening.		shifted camp	3. How does the role	
L.VL.11–12.3.		then, away	of the Beast in	
Determine or clarify		from the	chapter 8 shift in	
the meaning of		beast. As	chapter 9?	
unknown and		Simon	onup to 1 y t	
multiple-meaning		thought this,	4. What is the	
words and phrases		he turned to	symbolism of the	
based on grades 11–		the poor	storm? How does it	
12 reading and		broken thing	serve as both a	
content, including		that sat	symbol and as a plot	
technical meanings,		stinking by	device that drives the	
choosing flexibly		his side. The	conflict?	
from a range of		beast was		
strategies.		harmless and	5. How does Jack's	
L.VI.11–12.4.		horrible; and	leadership differ	
Demonstrate		the news must	from Ralph's? How	
understanding of		reach the	does he use his dance	
figurative language,		others as soon	and invocation of	
word relationships,		as possible."	The Beast as a device	
and nuances in word		1	to wield power?	
meanings, including		Day 2: Key passages	1	
connotative		- Jack's feast		
meanings.		and growing		
RL.CR.11–12.1.		power		
Accurately cite		- The storm, the		
strong and thorough		dance, and		
textual evidence and		Simon's		
make relevant		murder		
connections to		- The ocean		
strongly support a		carrying away		
comprehensive		Simon's body		
analysis of multiple		Day 3: Key passages		
aspects of what a		 Ralph and 		
literary text says		Piggy discuss		
explicitly and		Simon's		
inferentially, as well		death; "It was		

	as interpretations of	an accident";
	the text; this may	"We was on
	include determining	the outside."
V	where the text leaves	- Samneric's
r	matters uncertain.	behavior
H	RL.CI.11–12.2.	We will continue
I	Determine two or	watching film clips
r	more themes of a	from both the 1963 and
1	literary text and	1990 versions of the
а	analyze how they are	story and discuss
d	developed and	interpretation.
r	refined over the	
C	course of the text,	Day 4: Key passages
i	including how they	- Jack
	interact and build on	establishes
0	one another to	himself as a
l r	produce a complex	chief with
а	account or analysis;	threats and
r	provide an objective	punishment
	summary of the text.	- The raid and
I	RL.IT.11–12.3.	Piggy's stolen
A	Analyze the impact	glasses
	of the author's	Day 5:
C	choices as they	- Read "The
	develop ideas	Monsters Are
	throughout the text	Due on Maple
	regarding how to	Street" and
	develop and relate	watch The
	elements of a story or	Twilight Zone
	drama (e.g., where a	episode.
	story is set, how the	
	action is ordered,	
	how the characters	
	are introduced and	
	developed).	
	RL.TS.11–12.4.	
	Evaluate the author's	
	choices concerning	
	the structure and the	
	effectiveness of	
	specific parts of a	
	text (e.g., the choice	
	of where to begin or	
	end a story, the	
C	choice to provide a	

resolution) and how they contribute to its overall structure and meaning, as well us its aesthetic impact. RL.PP.11-12.S. Evaluate perspectives/enass from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RL.CT.11-12.S. Demonstrate knowledge, historical/cultural context, and background				
they contribute to its overall structure and meaning, as well us its aesthetic impact. R.L.PP.11–12.5. Fivaluate perspectives/enses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formation.) R.L.MF.11–12.6. Synthesize complex information across multiple sources and fornats to develop ideas, resolve conflicting information, or develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). R.L.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., personal knowledge of analyze, and reflect on (e.g., personal knowledge, historical/cultural context, and background	comedic or tragic			
overall structure and meaning, as well as its assethetic impact. RL PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more eagent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RL CT.11-12.8. Demonstrate knowledge, historical/cultural context, and background				
meaning, as well as its aesthetic impact. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural comext, and background	they contribute to its	1		
its aesthetic impact. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideus, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and buckground	overall structure and	1		
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perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL.Mf. 11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RL.CT. 11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background		1		
from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RL.CT.11-12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background				
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historical/cultural context, and background				
context, and background	knowledge,			
background				
knowledge)	knowledge)			
documents of	documents of			

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historical and literary	1			
significance for their				
themes, purposes,				
and rhetorical				
features, including	1			
how two or more	1			
texts from the same	1			
period treat similar				
themes or topics.	1			
SL.PE.11–12.1.				
Initiate and	1			
participate effectively	1			
in a range of	1			
collaborative	1			
discussions (one-on-	1			
one, in groups, and	1			
teacher-led) with	1			
peers on grades 11–	1			
12 topics, texts, and	1			
issues, building on				
others' ideas and	1			
expressing their own	1			
clearly and	1			
persuasively.	1			
SL.ES.11–12.3.	1			
Evaluate a speaker's	1			
point of view,	1			
reasoning, and use of	1			
evidence and	1			
rhetoric, assessing	1			
the stance, premises,				
links among ideas,				
word choice, points of emphasis, and tone				
used.				
used. SL.PI.11–12.4				
Present information,				
findings and				
supporting evidence				
clearly, concisely,				
and logically. The				
content, organization,				
development, and				
style are appropriate	<u> </u>			

	to task, purpose, and audience. SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate					
Week 7	L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.11–12.2. 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. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11– 12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11–12.4. Demonstrate	 Students will explore the resolution and allegorical meaning of the ending. Students will identify irony in the ending. Students will finalize character are analysis. 	Read and annotate chapters 11-12. Day 1: Key passages - Ralph and Piggy plan to confront Jack - Piggy insists on using the conch and appealing to rules - Samneric are captured at Castle Rock Day 2: Key passages - Roger pushes the boulder; Piggy is killed; the conch is shattered; Ralph runs for his life - Ralph hiding and talking to Samneric Day 3: Key passages - The fire spreading as the boys hunt Ralph - Ralph's confrontation	Reading quizzes Text-dependent questions: 1. Compare the change in leadership from Blackie to Trevor in "The Destructors" to the change in leadership from Ralph to Jack in Lord of the Flies. How does the group react to each? What makes the new leader one to follow? 2. Analyze Roger and his role in Piggy's death. How has he transformed from a quiet, secondary character to a major antagonist? 3. What is the significance of Ralph destroying the "Lord of the Flies" or the pig's head? 4. Analyze the ending. How does the commanding officer react to the group?	"The Destructors" by Graham Greene	TBD

understanding of		with the naval	What is ironic about	
		officer	his reaction? What is	
figurative language,				
word relationships,	-	Quote	ironic about the boys'	
and nuances in word		analysis,	reactions, especially	
meanings, including		"Ralph wept	Jack's?	
connotative		for the end of		
meanings.		innocence, the		
RL.CR.11–12.1.		darkness of		
Accurately cite		man's heart,		
strong and thorough		and the fall		
textual evidence and		through the		
make relevant		air of a true,		
connections to		wise friend		
strongly support a		called Piggy"		
comprehensive		(p. 202).		
analysis of multiple	Day 4:	(P. 202).		
aspects of what a	Бау ₹.			
literary text says	-	Discussion: Is		
		mankind		
explicitly and		inherently		
inferentially, as well		evil?		
as interpretations of	-	Text-		
the text; this may		dependent		
include determining		questions		
where the text leaves	Day 5:	1		
matters uncertain.		Read Graham		
RL.CI.11–12.2.		Greene's		
Determine two or		"The		
more themes of a		Destructors"		
literary text and		Destructors		
analyze how they are				
developed and				
refined over the				
course of the text,				
including how they				
interact and build on				
one another to				
produce a complex				
account or analysis;				
provide an objective				
summary of the text.				
RL.IT.11–12.3.				
Analyze the impact				
of the author's				
choices as they				
develop ideas				

regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.TS.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedie or tragic resolution) and how they contribute to its overall structure and meaning, as well as its a sesthetic impact. RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL.MF.11-12.6. Synthesize complex information across				
develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.TS.1.I-12.4, Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its asesthetic impact. RL.PP.1.I-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cought viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL.MF.1.I-12.6. Synthesize complex information across	throughout the text			
elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). R.L.TS.11-12.4. Fvaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. R.L.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). R.L.MF.11-12.6. Synthesize complex information across				
drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RLT-S.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or trugic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formans). RL.MF.11-12.6. Synthesize complex information across				
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RL.MF.11–12.6. Synthesize complex information across				
Synthesize complex information across				
information across				
multiple sources and				
	multiple sources and			
formats to develop				
ideas, resolve				
conflicting	conflicting			

	information, or develop an interpretation that					
	goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar					
Week 8	themes or topics. L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.11–12.2. Apply knowledge of language to	 Students will construct a first draft of a literary analysis essay with textual evidence. Students will formulate and 	Day 1: - Students will read an article about a real shipwreck, and compare the outcome to Golding's novel.	Literary analysis, first draft Submission of thesis statement	Lord of the Flies by William Golding "The real 'Lord of the Flies:' what happened when 6 boys were shipwrecked for 15 months" Guardian article	TBD
	understand how language functions in different contexts, to make effective choices for meaning or style, and to	arguable thesis statement Students will create a detailed outline	Discussion: What might this reveal to us about Golding's conclusions?			

comprehend more fully when reading or listening. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are	provide constructive peer feedback Students will incorporate strong verbs, coherent sequencing, and cite strong evidence in their analysis. Students will edit and proofread their work. Students will analyze how a real-world event reflects or challenges Golding's view of human	Day 2: - Brainstorming and thesis development Day 3: - Outlining and gathering evidence Day 4: - Begin writing the first draft Day 5: - Continue writing first draft; peer editing and revision		
produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or	scenario supports the novel's themes			
more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they				

interact and build on			
one another to			
provide a complex			
account or analysis;			
provide an objective			
summary of the text.			
RL.IT.11–12.3.			
Analyze the impact			
of the author's			
choices as they			
develop ideas			
throughout the text			
regarding how to			
develop and relate			
elements of a story or			
drama (e.g., where a			
story is set, how the			
action is ordered,			
how the characters			
are introduced and			
developed).			
RI.CR.11–12.1.			
Accurately cite a			
range of thorough			
textual evidence and			
make relevant			
connections to			
strongly support a			
comprehensive			
analysis of multiple			
aspects of what an			
informational text			
says explicitly and			
inferentially, as well			
as interpretations of			
the text.			
RI.CI.11–12.2.			
Determine two or			
more central ideas of			
an informational text			
and analyze how they			
are developed and refined over the			
course of a text,			
including how they			

		1	T	Τ	T	
	nteract and build on					
C	one another to					
p	provide a complex					
a	account or analysis;					
	provide an objective					
	summary of the text.					
	RI.IT.11–12.3.					
	Analyze the impact					
	of an author's choices					
	as they develop ideas					
	hroughout the text					
	regarding a complex					
	set of ideas or					
	sequence of events,					
	and explain how					
	specific individuals,					
	deas, or events					
	nteract and develop. RI.TS.11–12.4.					
	Evaluate the author's					
	choices concerning					
	structure and the					
	effectiveness of the					
	structure an author					
	uses in his or her					
	exposition or					
	argument, including					
	whether the structure					
	nakes points clear,					
	convincing, and					
	engaging.					
F	RI.PP.11–12.5.					
	Analyze an author's					
	ourpose in a text					
	listinguishing what					
i	s directly stated in a					
	ext or through					
r	hetoric, analyzing					
	now style and content					
	convey information					
	and advance a point					
	of view.					
	RI.CT.11–12.8.					
	Analyze and reflect					
	on (e.g., practical					
	\ 3/			<u> </u>	<u> </u>	

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knowledge,				
historical/cultural				
context, and				
background				
knowledge)				
documents of				
historical and				
scientific significance	2			
for their purposes,				
including primary				
source documents				
relevant to U.S.				
and/or global history				
and texts proposing				
scientific or technica	.			
advancements.	•			
W.IW.11–12.2. Write				
informative/explanat				
ory texts (including				
the narration of				
historical events,	,			
scientific procedures				
experiments, or				
technical processes)				
to examine and				
convey complex				
ideas, concepts, and				
information clearly				
and accurately				
through the effective				
selection,				
organization, and				
analysis of content.				
W.WP.11–12.4.				
Develop and				
strengthen writing as				
needed by planning,				
revising, editing,				
rewriting, trying a				
new approach;				
sustaining effort to				
complete complex				
writing tasks;				
tracking and				
reflecting on persona	1			
reflecting on persona	<u> </u>			

	т т		1	
writing progress				
(e.g., using				
portfolios, journals,				
conferencing); or				
consulting a style				
manual (such as				
MLA or APA Style),				
focusing on				
addressing what is				
most significant for a				
specific purpose and				
audience.				
W.WR.11–12.5.				
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.				
W.SE.11–12.6.				
Gather relevant				
information from				
multiple authoritative				
print and digital				
sources, using				
advanced searches				
effectively; assess the				
strengths and				
limitations of each				
source in terms of the				
task, purpose, and				
audience: integrate				
audience; integrate information into the				
text selectively to	<u> </u>			

maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). W.RW.11–12.7. 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. Week 9 L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.11–12.2. 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. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a	Students will conclude a literary analysis. Students will extend and rework selected writing. Students will provide constructive peer feedback Students will edit and proofread their work. Students will analyze the psychological mechanisms demonstrated in an experiment	Day 1: - Day 2: - Day 3: - Day 5:	Continue peer editing and revisions One-on-one writing conferences; revisions One-on-one writing conferences; work on final draft Submit final draft	Peer edits Literary analysis, final draft CommonLit packet questions	Lord of the Flies by William Golding CommonLit:The Stanford Prison Experiment https://www.commonlit.org/en/texts/th e-stanford-prison-experiment	TBD
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comprehensive	- C. 1	C4 14:11		
analysis of multiple	Students will	- Students will		
	discuss the	read a		
aspects of what a	implications of	CommonLit		
literary text says	the "Stanford	article		
explicitly and	Prison	detailing the		
inferentially, as well	Experiment"	famous		
as interpretations of	for	"Stanford		
the text; this may	understanding	Prison		
include determining	real-world	Experiment,"		
where the text leaves	issues	which sought		
matters uncertain.		to investigate		
RL.CI.11–12.2.		the		
Determine two or		psychological		
more themes of a		effects of		
literary text and		perceived		
analyze how they are		power and the		
developed and		loss of		
refined over the		individual		
course of the text,		morality		
including how they		under the		
interact and build on		pressures of		
one another to		conformity.		
produce a complex		Comorning.		
account or analysis;				
provide an objective				
summary of the text.				
RI.CI.11–12.2.				
Determine two or				
more central ideas of				
an informational text				
and analyze how they				
are developed and				
refined over the				
course of a text,				
including how they				
interact and build on				
one another to				
provide a complex				
account or analysis;				
provide an objective				
summary of the text.				
RL.IT.11–12.3.				
Analyze the impact				
of the author's				
choices as they				
choices as they				

develop ideas			
throughout the text			
regarding how to			
develop and relate			
elements of a story or			
drama (e.g., where a			
story is set, how the			
action is ordered,			
how the characters			
are introduced and			
developed).			
W.IW.11–12.2. Write			
informative/explanat			
ory texts (including			
the narration of			
historical events,			
scientific procedures/			
experiments, or			
technical processes)			
to examine and			
convey complex			
ideas, concepts, and			
information clearly			
and accurately			
through the effective			
selection,			
organization, and			
analysis of content.			
W.WP.11–12.4.			
Develop and			
strengthen writing as			
needed by planning,			
revising, editing,			
revising, enting,			
rewriting, trying a			
new approach;			
sustaining effort to			
complete complex			
writing tasks;			
tracking and			
reflecting on personal			
writing progress			
(e.g., using			
portfolios, journals,			
conferencing); or			
consulting a style			
		·	

manual (such as			
MLA or APA Style),			
focusing on			
addressing what is			
most significant for a			
specific purpose and			
audience.			
W.WR.11–12.5.			
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.			
W.SE.11–12.6.			
Gather relevant			
information from			
multiple authoritative			
print and digital			
sources, using			
advanced searches			
effectively; assess the			
strengths and			
limitations of each			
source in terms of the			
task, purpose, and audience; integrate			
information into the			
text selectively to			
maintain the flow of			
ideas, avoiding			
plagiarism and			
overreliance on any			
one source and			

Ī	following a standard			
	format for citation			
	(MLA or APA Style			
	Manuals).			
	W.RW.11–12.7.			
	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.			