

Map: **ELA 12** Grade Level: **12**District: **Island Trees**Created: **11/09/2007** Last Updated: **11/09/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	<p>UNIT 1: GOOD VS EVIL; DARKNESS AND THE OCCULT</p> <p>What is the nature of evil? How do we perceive evil in terms of human beings and their actions?</p> <p>How does context or culture determine whether an act is good or evil?</p> <p>How do authors and directors convey their unique perspectives of good and evil using various techniques?</p> <p>What are urban legends and how did they originate?</p>	<p>FULL LENGTH WORKS:</p> <p><i>Pet Sematary</i></p> <p><i>Watchers</i></p> <p>SHORT STORIES: The Works of Edgar Allan Poe: "The Masque of the Red Death," "The Black Cat," "The Tell-Tale Heart," "The Pit and The Pendulum," "The Cask of Amontillado"</p> <p>OPTIONAL WORKS:</p> <p><i>1984</i>, by George Orwell</p> <p>SELECTED URBAN LEGENDS</p> <p>VOCABULARY:</p> <p>Selected vocabulary from literature</p>	<p>Identify and analyze common images, symbols, settings and character traits which convey the themes of good and evil</p> <p>Identify works of literature within the genre of horror</p> <p>Identify works of literature within the genre of Science Fiction</p> <p>Compare the theme of Good vs Evil within various pieces of literature and genres</p> <p>Define literary and art terminology</p> <p>Prepare a debate based on the works of Edgar Allen Poe. Students must use information from the poems in order to support their reasoning for the "mock debate"</p> <p>Describe and identify the criteria of an Urban Legend</p> <p>Positively respond to constructive criticism given by peers</p> <p>Define vocabulary words and be able to use the words in context</p> <p>Review and apply comma rules in writing</p>	<p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA3-K1-1B [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p>

		<p>GRAMMAR, REVISION AND EDITING:</p> <p>Comma Usage</p>			
Unit 2	<p>UNIT 2: MAGIC AND MYSTICISM</p> <p>How do authors and directors convey their unique perspectives of good and evil using various techniques?</p> <p>How is light and darkness, animal imagery and ambivalence used in literature and movies?</p> <p>How are primal urges and evil within human beings repressed by civilization's law and order?</p> <p>What is magic and mysticism?</p> <p>What is the Heroic Journey?</p>	<p>FULL LENGTH WORKS:</p> <p><i>The Hobbit or Brave New World</i></p> <p><i>The Tempest</i></p> <p>POETRY SELECTIONS:</p> <p><i>Paradise Lost</i></p> <p>Poetry by Blake, Wordsworth, Coleridge, Emerson, Thoreau</p> <p>FILM:</p> <p><i>Lord of the Rings</i></p> <p><i>Harry Potter and the Sorcerer's Stone</i></p> <p>Alfred Hitchcock's <i>The Birds</i></p>	<p>Define film terminology</p> <p>Identify and analyze common images used in film and literature</p> <p>Identify traits and primal urges that separate humans from other animals</p> <p>Examine how the use of score, camera angles, setting and lighting help to convey themes of <i>good vs. evil</i> and <i>magic and mysticism</i></p> <p>Discuss how artists use art, literature and film to convey social and political views</p> <p>Identify and describe the stages of the heroic journey</p> <p>Demonstrate an understanding of the history and importance of magic in future projects based on the presentation by the guest speaker</p> <p>Respond to guest speaker presentations and the relevance to the course and literary works</p>		<p>ELA1-K1-1E [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1D</p>

		<p>History of Magic</p> <p>Define vocabulary words and be able to use the words in context</p> <p>VOCABULARY: Selected vocabulary from literature</p> <p>GRAMMAR, REVISION AND EDITING: Quotation Marks</p>	<p>Review and apply the usage of quotation marks in writing</p>	<p>[2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K2-2B [2004]</p>
Unit 3	<p>UNIT 3: HEROES AND HEROINES; GREEK MYTHOLOGY INTRODUCTION TO CARL JUNG</p> <p>Does your astrological sign accurately describe you?</p> <p>What role did astrology play in the Elizabethan Age?</p> <p>What are Carl Jung's theories?</p> <p>Who is Carl Jung?</p> <p>What is a "persona"?</p> <p>How do Carl Jung's theories relate to our own lives?</p>	<p>Astrological Signs</p> <p>Understanding the role that astrology played during the Elizabethan Era. Researching the astrological sign of choice</p> <p>GREEK MYTHS: How the World and Mankind Were Created</p>	<p>Identify and explain the different astrological signs and whether or not they accurately describe the students</p> <p>Identify the Gods and Goddesses of Greek Mythology</p>	<p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K1-1F [2004]</p>

	<p>Who are the Gods and Goddesses of Greek Mythology?</p> <p>What is a hero?</p> <p>How can we identify the stages of the heroic journey in literature and film?</p>	<p>The Origin of the Seasons</p> <p>The Coming of Evil</p> <p>Narcissus and Echo</p> <p>Eros and Psyche</p> <p>Poseidon</p> <p>Hermes</p> <p><i>Jung to Live By</i></p> <p>Chapters 1-5</p> <p>The Heroic Journey</p> <p>VOCABULARY:</p> <p>Selected vocabulary from literature</p> <p>GRAMMAR, REVISION AND EDITING:</p> <p>Varied Sentence Structure</p>	<p>Read, recall and interpret Greek Mythology</p> <p>Identify the role of a typical hero based on Greek Mythology and the theories of Carl Jung</p> <p>Identify and describe the different theories of Carl Jung</p> <p>Define Jungian terminology</p> <p>Discuss and become familiarized with Jungian terminology and philosophy</p> <p>Read, recall and interpret Jungian theories</p> <p>Identify and describe the different stages of the heroic journey</p> <p>Define vocabulary words and be able to use the words in context</p> <p>Review and apply how and why to vary sentence structure when writing</p>		<p>ELA2-K2-2A [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1B [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2B [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA3-K2-2C [2004]</p> <p>ELA4-K1-1B [2004]</p>
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	Essential Questions	Content	Skills	Standards/PIs
Unit 4	<p>UNIT 4: JUNGIAN ARCHETYPES; HEROES AND HEROINES</p> <p>What is a hero?</p> <p>What is an archetype?</p> <p>What is Carl Jung's theory of archetypes?</p> <p>What archetypes are found in literature and film?</p> <p>Is evil something that is just suppressed in man?</p> <p>How does literature show that good and evil be separated in man?</p> <p>How can we identify the stages of the heroic journey in literature and film?</p>	<p>LITERATURE:</p> <p><i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>, by Robert Louis Stevenson</p> <p>16 Master Hero Archetypes</p> <p>MALE & FEMALE</p> <p>16 Master Villain Archetypes</p> <p>MALE & FEMALE</p> <p>The Heroic Journey</p> <p>VOCABULARY:</p> <p>Selected vocabulary from literature</p> <p>OTHER:</p> <p>Research paper using Library Media Center</p> <p>PRESENTATION:</p> <p>Presentation of research papers</p> <p>GRAMMAR, REVISION AND EDITING:</p> <p>Correct Verb Tense</p>	<p>Identify and discuss the different hero and villain archetypes and how they are evident in literature and film</p> <p>Define vocabulary words and be able to use the words in context</p> <p>Compare and Contrast a piece of literature and the film version and produce an organized essay</p> <p>Compare and contrast two characters from the same archetype</p> <p>Identify core, layered and evolving characters in literature and film</p> <p>Identify and describe the different stages of the heroic journey</p> <p>Utilize online resources</p> <p>Locate, access, evaluate, organize, analyze, integrate and communicate throughout all stages of the writing process of the research paper</p> <p>Apply rules listed in MLA Style Guide when composing research paper</p> <p>Use and integrate a wide range of organizational strategies to present information</p> <p>Understand the meaning and the consequences of</p>	<p>ELA1-K1-1E [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2B [2004]</p> <p>ELA3-K2-2C [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K2-2A [2004]</p> <p>ELA4-K2-2B [2004]</p> <p>ELA1-K2-2A</p>

		<p>plagerism</p> <p>Determine different points of view to understand positions taken and opinions while listening to research presentations</p> <p>Participate as listeners, encourage the speaker, withhold judgment and appreciate the speaker's uniqueness</p> <p>Review and apply the importance of using correct verb tenses when writing</p>	[2004]
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Key to Standards used in this Map

- ELA1-K1-1E [2004]** [2 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - make perceptive and well developed connections to prior knowledge. [Commencement]
- ELA1-K1-1F [2004]** [1 occurrence] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - evaluate writing strategies and presentational features that affect interpretation of the information. [Commencement]
- ELA1-K2-2A [2004]** [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects. [Commencement]
- ELA1-K2-2B [2004]** [3 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - present a controlling idea that conveys an individual perspective and insight into the topic. [Commencement]
- ELA1-K2-2C [2004]** [1 occurrence] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast. [Commencement]
- ELA1-K2-2D [2004]** [1 occurrence] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument. [Commencement]
- ELA1-K2-2E [2004]** [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2E - revise and improve early drafts by restructuring, correcting errors, and revising for clarity and effect. [Commencement]
- ELA1-K2-2F [2004]** [3 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2F - use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively. [Commencement]
- ELA2-K1-1A [2004]** [1 occurrence] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read and view independently and fluently across many genres of literature from many cultures and historical periods. [Commencement]
- ELA2-K1-1C [2004]** [1 occurrence] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - recognize and understand the significance of a wide range of literary elements and techniques, (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream-of-consciousness) and use those elements to interpret the work. [Commencement]
- ELA2-K1-1D [2004]** [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - understand how multiple levels of meaning are conveyed in a text. [Commencement]
- ELA2-K1-1E [2004]** [2 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - read aloud expressively to convey a clear interpretation of the work. [Commencement]
- ELA2-K1-1F [2004]** [1 occurrence] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - evaluate literary merit based on an understanding of

the genre, the literary elements, and the literary period and tradition. [Commencement]

ELA2-K2-2A [2004] [4 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present responses to and interpretations of works of recognized literary merit with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge. [Commencement]

ELA2-K2-2B [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - produce literary interpretations that explicate the multiple layers of meaning. [Commencement]

ELA2-K2-2C [2004] [1 occurrence] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect. [Commencement]

ELA2-K2-2D [2004] [3 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use standard English skillfully and with an individual style. [Commencement]

ELA3-K1-1A [2004] [1 occurrence] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism. [Commencement]

ELA3-K1-1B [2004] [2 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - evaluate the quality of the texts and presentations from a variety of critical perspectives within the field of study (e.g., using both Poes elements of a short story and the elements of 'naturalist fiction' to evaluate a modern story). [Commencement]

ELA3-K1-1C [2004] [4 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight they place on particular arguments and criteria (E.g., one critic condemns a biography as too long and rambling; another praises it for its accuracy and never mentions its length). [Commencement]

ELA3-K1-1D [2004] [2 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - evaluate and compare their own and others work with regard to different criteria and recognize the change in evaluations when different criteria are considered to be more important. [Commencement]

ELA3-K2-2A [2004] [2 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses. [Commencement]

ELA3-K2-2B [2004] [2 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position. [Commencement]

ELA3-K2-2C [2004] [2 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience. [Commencement]

ELA3-K2-2D [2004] [3 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate. [Commencement]

ELA4-K1-1A [2004] [2 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1A - engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners needs and skillfully addressing them. [Commencement]

ELA4-K1-1B [2004] [2 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1B - express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation. [Commencement]

ELA4-K2-2A [2004] [1 occurrence] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2A - use a variety of print and electronic forms for social communication with peers and adults. [Commencement]

ELA4-K2-2B [2004] [2 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2B - make effective use of language and style to connect the message with the audience and context. [Commencement]