

Paramount Unified School District
Educational Services



***English Language Arts 2 Honors
Curriculum Guide
Unit 3
2016-17***



Unit Focus: Synthesis

Standards	Transfer Goals		
<p>Year Long RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RL/RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone. W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 9-10.5 Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience. W 9-10.6 Use technology to produce, publish, and update projects. W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research. SL 9-10.1 Initiate and participate effectively in collaborative discussions SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically SL9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage</p> <p>Focus Standards RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks)</p>	<p>Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Similar themes can be found in multiple texts. 2. A thesis can be strengthened using multiple texts. 3. An argument can be developed through careful research. 4. Multiple texts are necessary in a synthesis essay. 5. Evidence can be utilized from fiction and non-fiction texts. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. What roles do individuality and family have in society? Are they necessary? 2. When is progress a problem? 3. How much of our rights should be surrendered to the government to insure security and stability? 4. Is a person's worth based on what he/she can do or provide for society? 5. Is happiness the ultimate life goal? 	<p>Resources</p> <p>Anchor Text: <i>Brave New World</i> by Aldous Huxley</p> <p>Related Texts: "Brave New World Panic: Information Overload Has Gotten Us Fretting About Everything" by Steven Crichley "Brave New World: Aldous Huxley's Predictions Seem to be Upon Us" by Nancy Wingston "Five Things That Brave New World Got Terrifyingly Right" by Brendan O'Neil "Google Under Fire for Data-Mining Student Email Messages" by Benjamin Herold "The Rise of Celebrity Culture: Why Everyone Wants A Piece of Fame" by Lauren Santye "Who to Pay Attention to in the Brave New World of Vine Celebrity" by Kevin O'Keeffe</p>
	<p>Knowledge <i>Students will need to know...</i></p> <ol style="list-style-type: none"> 1. To identify major claims within the articles 2. How an author uses ethos, pathos and logos 3. Find the central argument in multiple texts 4. Utilize the evidence in multiple texts to support an argument 5. Use correct MLA format 	<p>Skills <i>Students will need to develop skill at...</i></p> <ol style="list-style-type: none"> 1. Research multiple texts in both fiction and non-fiction 2. Identify the relationship between sources 3. Identify ethos, pathos, logos in a text 4. Identify the author's purpose in a text 5. Use correct parenthetical documentation 	

create such effects as mystery, tension, or surprise.

RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

RL 9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

College Board Standards

R1.2 Student comprehends elements of literary texts.

R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

W2.1 Student takes inventory of what he or she knows and needs to know.

W2.2 Student generates, selects, connects, and organizes information and ideas.

S2.1 Student communicates in one-to-one contexts.

S2.2 Student plans for and participates in group discussion



Unit 3 Text Sequence

January 25-March 25 (43 days)

LESSON	# OF DAYS	TEXT(S)
1	10	<i>Brave New World</i> by Aldous Huxley Chapters 1-6
2	10	<i>Brave New World</i> by Aldous Huxley Chapters 7-12
3	10	<i>Brave New World</i> by Aldous Huxley Chapters 13-18
4	10	Synthesis Introduction and Practice
5	2	Benchmark Essay
6	1	Selected and Constructed Response Benchmark



INSTRUCTIONAL SEQUENCE

LESSON 1: 10 DAYS

TEXT(S):

***Brave New World* by Aldous Huxley (Chapters 1-6)**

STANDARDS:

RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL/RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other

TEXT DESCRIPTION: The community of *Brave New World* is introduced through the eyes of Bernard.

UNIT UNDERSTANDING(S):

- ❖ Similar themes can be found in multiple texts.
- ❖ A thesis can be strengthened using multiple texts.
- ❖ An argument can be developed through careful research.
- ❖ Multiple texts are necessary in a synthesis essay.
- ❖ Evidence can be utilized from fiction and non-fiction texts.

LESSON UNDERSTANDING(S):

- ❖ The roles of the different social classes
- ❖ The process used to repopulate the society
- ❖ The process of creating the classes

ESSENTIAL QUESTION(S):

- ❖ What roles do individuality and family have in society? Are they necessary?
- ❖ When is progress a problem?
- ❖ How much of our rights should be surrendered to the government to insure security and stability?
- ❖ Is a person's worth based on what he/she can do or provide for society?
- ❖ Is happiness the ultimate life goal?

FOCUS QUESTIONS:

- ❖ What do you believe are the three most important values for a functioning society?
- ❖ Why would Bokanovsky's Process help create social stability?
- ❖ Why are order and rules necessary to civilization?

LESSON OVERVIEW: Prior to the lesson, students will have read the assigned chapters from *Brave New World*. Students should annotate during their reading, for this will help to keep track of key concepts. After the reading of the text, students will participate in class discussions related to the essential and focus questions.

READ THE TEXT:

- ❖ Independent reading
- ❖ Annotate the opinions and beliefs of the characters



characters, and advance the plot or develop the theme.

RL 9-10.5 Analyze author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.

W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

ACADEMIC VOCABULARY:

ethos
pathos
logos
objectly
aperture
apoplectic
asunder
geniality
maudlin
pallid
quaffing
ruminating
simian
solecism
surreptitious

UNDERSTAND THE TEXT:

❖ Text-dependent questions

1. According to the Director, what is the secret of happiness and virtue? Do you agree with him? Explain your answer. **CCSS.ELA-Literacy.RL.9-10.1**
2. Explain the methods used by the class, Elementary Class Consciousness, to condition children. **CCSS.ELA-Literacy.RL.9-10.2**
3. What does the Director tell the students about the way children were raised in the past? How do the students respond to this information? **CCSS.ELA-Literacy.RL.9-10.2**
4. Why does Fanny disapprove of Lenina's relationship with Henry Foster? **CCSS.ELA-Literacy.RL.9-10.1**
5. How does hypnopedia help condition people to be happy? What details suggest that it is not completely effective? **CCSS.ELA-Literacy.RL.9-10.1**
6. What does Bernard believe about the effects of conditioning? Does Lenina agree with him? **CCSS.ELA-Literacy.RL.9-10.3**

❖ Language skills:

Continue teaching students how to use evidence to support their arguments. SL 9-10.1

❖ Thinking Maps:

Use Double Bubble thinking map to compare and contrast Bernard and Lenina.

EXPRESS UNDERSTANDING:

- ❖ Pair-share and completion of reading guide (annotations and evidence-based answers).
- ❖ Small-group and class-wide discussion of text-based questions
- ❖ Writing task – quickwrite:
 1. What are we willing to give up for happiness and comfort?



LESSON 2: 10 DAYS

TEXT(S):

***Brave New World* by Aldous Huxley (Chapters 7-12)**

STANDARDS:

RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL/RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the

TEXT DESCRIPTION: Bernard meets John at the reservation and brings John to the community. John is amazed with life in the community.

UNIT UNDERSTANDING(S):

- ❖ Similar themes can be found in multiple texts.
- ❖ A thesis can be strengthened using multiple texts.
- ❖ An argument can be developed through careful research.
- ❖ Multiple texts are necessary in a synthesis essay.
- ❖ Evidence can be utilized from fiction and non-fiction texts.

LESSON UNDERSTANDING(S):

- ❖ The roles of relationships in the community
- ❖ John's opinion of the community
- ❖ John's view of love and how it is different from the community

ESSENTIAL QUESTION(S):

- ❖ What roles do individuality and family have in society? Are they necessary?
- ❖ When is progress a problem?
- ❖ How much of our rights should be surrendered to the government to insure security and stability?
- ❖ Is a person's worth based on what he/she can do or provide for society?
- ❖ Is happiness the ultimate life goal?

FOCUS QUESTIONS:

- ❖ Compare life on the reservation to the life in the community
- ❖ Why is John amazed with the community?
- ❖ How is John used by members of the community?

LESSON OVERVIEW: Prior to the lesson, students will have read the assigned chapters from *Brave New World*. Students should annotate during their reading, for this will help to keep track of key concepts. After the reading of the text, students will participate in class discussions related to the essential and focus questions.



course of a text, interact with other characters, and advance the plot or develop the theme.

RL 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.

W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

ACADEMIC VOCABULARY:

cordiality
diadems
ignominy
inexorable
innocuous
intrinsically
lecherous
malice
odious
parody
peritoneum
provocation
reciprocated
resonance
venerable
wheeled

READ THE TEXT:

- ❖ Independent reading
- ❖ Annotate the opinions and beliefs of the characters

UNDERSTAND THE TEXT:

- ❖ Text-dependent questions
 1. How does Lenina respond to the things she sees on the Reservation? What aspects of life of the savages are particularly distressing to her? How does Bernard respond to her criticisms? **CCSS.ELA-Literacy.RL.9-10.3**
 2. What do Bernard and John have in common? How do the ways that they deal with pain differ? **CCSS.ELA-Literacy.RL.9-10.3**
 3. Explain how the works of William Shakespeare influence the way that John frames his experience of seeing the sleeping Lenina. What is ironic about the way he perceives her? **CCSS.ELA-Literacy.RL.9-10.9**
 4. According to the director, what is the worst offense a person can commit? Explain the reason that he believes this. Do you agree with him? **CCSS.ELA-Literacy.RL.9-10.2**
 5. How does John respond to seeing the Bokanovsky Groups in the Electrical Equipment Corporation? Why do you think he is affected this way? **CCSS.ELA-Literacy.RL.9-10.3**
 6. Explain the reason for the immediate connection between Helmholtz and the Savage. How does Bernard respond to their friendship? What does Bernard's response reveal about the type of friend he is? **CCSS.ELA-Literacy.RL.9-10.3**

❖ **Language Skills:**

Continue teaching students how to use evidence to support their arguments. SL 9-10.1

❖ **Thinking Maps:**

Use Double Bubble thinking map to compare and contrast Bernard and John

EXPRESS UNDERSTANDING:

- ❖ Pair-share and completion of reading guide (annotations and evidence-based answers).
- ❖ Small-group and class-wide discussion of text-based questions
- ❖ Writing task – quickwrite:
Would you give up your individuality if all your needs and happiness were fulfilled?



INSTRUCTIONAL SEQUENCE

LESSON 3: 10 DAYS

TEXT(S):

***Brave New World* by Aldous Huxley (Chapters 13-18)**

STANDARDS:

RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL/RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other

TEXT DESCRIPTION: John becomes disillusioned with the Community and his love for Lenina. He then despises the Community and Lenina which leads to his tragic end.

UNIT UNDERSTANDING(S):

- ❖ Similar themes can be found in multiple texts.
- ❖ A thesis can be strengthened using multiple texts.
- ❖ An argument can be developed through careful research.
- ❖ Multiple texts are necessary in a synthesis essay.
- ❖ Evidence can be utilized from fiction and non-fiction texts.

LESSON UNDERSTANDING(S):

- ❖ The power with the voice of the individual
- ❖ The Community is amused with John but has no desire to be individualistic
- ❖ The different opinion will be silenced by the majority

ESSENTIAL QUESTION(S):

- ❖ What roles do individuality and family have in society? Are they necessary?
- ❖ When is progress a problem?
- ❖ How much of our rights should be surrendered to the government to insure security and stability?
- ❖ Is a person's worth based on what he/she can do or provide for society?
- ❖ Is happiness the ultimate life goal?

FOCUS QUESTIONS:

- ❖ Why is the Community amused and baffled by John?
- ❖ Why are individuals silenced by the majority?
- ❖ Why is it difficult for individuals to resist joining the Community?

LESSON OVERVIEW: Prior to the lesson, students will have read the assigned chapters from *Brave New World*. Students should annotate during their reading, for this will help to keep track of key concepts. After the reading of the text, students will participate in class discussions related to the essential and focus questions.



characters, and advance the plot or develop the theme.

RL 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.

W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

ACADEMIC VOCABULARY:

bestial
carapace
flaccid
irresolute
moribund
reparation
sententiously
sublime
compunction
flagrantly
gesticulating
impunity
ineradicably
luminous
postulates
scullion

READ THE TEXT:

- ❖ Independent reading
- ❖ Annotate the opinions and beliefs of the characters

UNDERSTAND THE TEXT:

- ❖ Text-dependent questions
 1. Analyze John's confession of love to Lenina. What does it reveal about the way he views her? Is there anything ironic about the language he uses to describe his feelings? How does she respond to him? **CCSS.ELA-Literacy.RL.9-10.3**
 2. Examine Huxley's use of description language and imagery in the section describing the arrival of the children at the hospital. Which descriptions are especially effective or evocative? **CCSS.ELA-Literacy.RL.9-10.4**
 3. How does John attempt to "save" the Delta workers? How do they respond to him? **CCSS.ELA-Literacy.RL.9-10.2**
 4. According to Mond, why is beauty dangerous? Do you agree with him? What is the "price that must be paid" for social stability? **CCSS.ELA-Literacy.RL.9-10.2**
 5. Why do you think Mond chooses the religious passages that he reads aloud to John? What point is he trying to make? **CCSS.ELA-Literacy.RL.9-10.5**
 6. Where does John choose to live after leaving civilization? What is symbolic about his choice? **CCSS.ELA-Literacy.RL.9-10.4**
- ❖ **Language skills:**

Continue teaching students how to use evidence to support their arguments. SL 9-10.1
- ❖ **Thinking Maps:**

Use flow map to show the progression of John's life from the Reservation to the Community.

EXPRESS UNDERSTANDING:

- ❖ Pair-share and completion of reading guide (annotations and evidence-based answers).
- ❖ Small-group and class-wide discussion of text-based questions
- ❖ Writing task – quickwrite:

What makes a person become disillusioned with his/her community?



INSTRUCTIONAL SEQUENCE

LESSON 4: 10 DAYS

TEXT(S):

Brave New World by Aldous Huxley

“Brave New World Panic: Information Overload Has Gotten Us Fretting About Everything” by Steven Crichley

“Brave New World: Aldous Huxley’s Predictions Seem to be Upon Us” by Nancy Wingston

“Five Things That Brave New World Got Terrifyingly Right” by Brendan O’Neil

“Google Under Fire for Data-Mining Student Email Messages” by Benjamin Herold

“The Rise of Celebrity Culture: Why Everyone Wants a Piece of Fame” by Lauren Santye

“Who to Pay Attention to in the Brave New World of Vine Celebrity” by Kevin O’Keeffe

STANDARDS:

RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL/RI 9-10.2 Determine a theme/central

TEXT DESCRIPTION: Non-fiction articles that are related to Aldous Huxley’s *Brave New World*.

UNIT UNDERSTANDING(S):

- ❖ Similar themes can be found in multiple texts.
- ❖ A thesis can be strengthened using multiple texts.
- ❖ An argument can be developed through careful research.
- ❖ Multiple texts are necessary in a synthesis essay.
- ❖ Evidence can be utilized from fiction and non-fiction texts.

LESSON UNDERSTANDING(S):

- ❖ The importance of summarizing from multiple sources
- ❖ Identify the author’s claims
- ❖ Use multiple sources to synthesize information
- ❖ Use transitions to enhance and support author’s claims
- ❖ Use MLA format correctly

ESSENTIAL QUESTION(S):

- ❖ What roles do individuality and family have in society? Are they necessary?
- ❖ When is progress a problem?
- ❖ How much of our rights should be surrendered to the government to insure security and stability?
- ❖ Is a person’s worth based on what he/she can do or provide for society?
- ❖ Is happiness the ultimate life goal?

FOCUS QUESTIONS:

- ❖ What are the author’s major claims?
- ❖ What is the purpose of the article?
- ❖ What are words that can be used to show relationship between sources?

LESSON OVERVIEW: Students will use multiple articles in order to synthesize an argument related to *Brave New World*.



idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.

W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

READ THE TEXT:

- ❖ Independent reading
- ❖ Annotate the opinions and beliefs of the characters

UNDERSTAND THE TEXT:

- ❖ Text-dependent questions
 1. Identify the author's purpose and argument. **RL 9-10.5**
 2. Explain why the article's concept is important and make connections to other concepts. **W 9-10.1**
 3. How can you put the author's concept and purpose into your own words? **SL 9-10.4**
 4. How do you know which information is necessary and what to exclude? **W 9-10.9**

- ❖ **Language skills:**

Continue teaching students how to use evidence to support their arguments. **SL 9-10.1**

- ❖ **Thinking Maps:**

Use a tree map to address your argument and evidence.

EXPRESS UNDERSTANDING:

- ❖ Synthesize information without plagiarizing
- ❖ Small-group and class-wide discussion of articles read in class
- ❖ To bring together your own ideas with the ideas of other writers
- ❖ Based on the sources, develop your own ideas

Writing task – Essay

1. **Using information from the articles, how does the society described in Brave New World compare with today's society?**



ACADEMIC VOCABULARY:

Ethos
Pathos
Logos
synthesize
claim
plagiarize
paraphrase
argues
reveals
claims
emphasizes
underscores
indicates
points out
suggests
recommends
advises
proposes
concludes
asserts
speculates
implies
believes