

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Contemporary Studies: Unit 1: The Origin of Culture</p>	<p>Unit Summary: This unit addresses the origins of contemporary culture and the archetypes that are present in modern life/literature. Students will form an understanding of the genesis of cultural archetypes and attitudes. The unit focuses on the origins of written language and how cultures express ideology through written theology. Also, students will examine the effect of context on characters and self through analytical narrative writing.</p>
<p>Grade Level(s): 12</p>	<p>Enduring Understanding(s): The modern world is irrevocably shaped by the cultural repercussions of theology. One cannot study the modern world without understanding the subjugation and design of theological hierarchy through written dogma; how language shapes the human ability to have ideas.</p> <p>Reading Literature:</p> <ul style="list-style-type: none"> • Themes in literature are universal and, generally, transcend culture and history. • Foundational theological works create the underlying archetypes for all literature that follows. • Understanding the past is crucial to living responsibly in the present and planning for the future. • Foundational theological works, and the literature that draws on the innate archetypes, provides an essential tool in understanding contemporary global issues. • Annotating a literary work can further understanding and the ability to determine relevance of a work. • Symbols help to communicate common themes and experiences. • Expanding our vocabulary will result in improved reading comprehension. • Readers develop a deeper understanding of contemporary culture through analysis and evaluation of text. • The texts of different cultures and time periods have different structures that may reflect cultural postures. • Understanding a text’s structure helps one understand its meaning. • Poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements. • Poetry can achieve a great deal in terms of feeling, emotion, and description in a concise way. • Heroes embody the values of their cultures
<p>Essential Question(s):</p> <p>Reading Literature:</p> <p>What are the reasons for the diversity of religion, religious experience, and expression of religious belief within a society or culture?</p> <p>How have world religious beliefs and practices influenced the development of history, culture and society?</p> <p>How have chronological events and geographic elements shaped the development of world religions?</p> <p>What societal goals, social values, and norms of behavior are commonly shared by all religions, and why have individuals and institutions from all religious traditions failed to achieve them?</p> <p>How can the varying perspectives of theology, philosophy, and science influence the human perception of reality?</p> <p>How can students strengthen their own personal belief systems through the comparative study of world religions?</p> <p>What themes/values are common to all cultures?</p> <p>How does an author use theological allusion to create symbols throughout a text?</p> <p>How can understanding an author’s use of symbols help identify the author’s agenda?</p> <p>How do past archetypes relate to</p>	

present/individual conflicts?
How does a text's structure impact its interpretation?
How do we define "hero"?

Reading Informational Text:

What are the effects of religion in relation to economic, political, and social institutions, as well as in relation to the arts, language, and literature?
What themes/values are common to all cultures?
How are archetypes relevant in understanding other cultures and our own?
How does a text's structure impact its interpretation?

Writing:

How do writer's use allusion to write about themselves?
How does a writer use specific language/diction to create imagery/character?
Why are annotations essential to writing literary analysis?
How does a writer best communicate personal experiences?

Speaking and Listening:

How does active listening enhance communication?
How do peer discussions enhance learning?

Language:

What is the importance of word choice?
Why is grammar essential to communicate effectively?
How does grammar affect meaning?

Reading Informational Text:

- Forming insightful opinions about literature, history, and present day issues requires a well-rounded understanding of past and present cultures.
- Literature provides an essential tool in understanding issues of global importance.
- Human experiences connect cultures and people.
- Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society.
- Expanding our vocabulary will result in improved reading comprehension. Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures.
- Understanding a text's structure helps one understand its meaning.

Writing:

- Personal narrative provides essential information to the reader about the author.
- One small scene or moment in a life can communicate volumes about the character or the person.
- Annotating a literary work can aid in written analysis.
- Imagery is an effective tool in telling a story.
- Written communication and proper grammar mechanics promotes fluency of communication.
- Writing is a multi-stage process that uses skills, strategies, and practices for revising and editing a variety of texts.
- Our willingness to draw from the various influences in our lives is the key to developing as a writer.
- Students learn a great deal by sharing their writing with others and by participating in peer editing and revision activities.

Speaking and Listening:

- Sharing experiences and responses requires active listening.
- Respecting others' opinions is essential in class discussion.

Language:

- An author's choices in diction and imagery affect a reader's interpretation.
- Effective communication relies on common rules and conventions.
- Grammatical conventions such as syntax, sentence variety, and punctuation serve specific purposes in communicating meaning

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<u>Reading Literature:</u>	
1. Interpret literature and cite textual evidence to support understanding.	1. RL.12.1, 10
2. Evaluate, through literature, how ancient literary texts can be used to understand how ancient cultures are connected to their contemporary counterparts	2. RL.12.7, 10; RL.10.9
3. Critically read, analyze, and interpret fictional texts in terms of cultural connections.	3. RL.12.2
4. Identify archetypes in literature and relate them to understanding of cultures in ancient and modern literature.	4. RL.12.6, 10; L.12.6
5. Compare non-fictional historical documents to literature from a variety of cultures to recognize universal cultural motifs and themes.	5. RL.12.7, 10
6. Evaluate the connections among works of art, literature and music that depict historical, legendary, or contemporary heroes.	6. RL.12.7
7. Apply knowledge of archetypes and heroes from other cultures and synthesize with the qualities of today's heroes.	7. RL.12.3, 6; L.12.6
8. Compare and contrast archetypal themes that link ancient and modern texts.	8. RL.12.2; L.12.6
9. Analyze and evaluate text in order to determine author's intent and meaning.	9. RL.12.3,4
10. Identify the characteristics of different genres and analyze their impact.	10. RL.12.5, 10; L.12.6
11. Analyze the relationship between genre and purpose.	11. RL.12.3
12. Identify and evaluate how the elements and structures of poetry construct meaning.	12. RL.12.3-4, 10 L.12.3a
<u>Reading Informational Text:</u>	
13. Evaluate, through historical documents, how ancient texts can be used to understand how ancient cultures are connected to their contemporary counterparts	13. RI.12.1-2, 10
14. Critically read, analyze, and interpret historical texts in terms of cultural connections.	14. RI.12.1, 3, 10
15. Compare non-fictional historical documents to literature from a variety of cultures to recognize universal cultural motifs and themes.	15. RI.12.1-2, 10
16. Analyze common themes in text and how they express cultural commonalities.	16. RI.12.1-2, 10
17. Analyze and evaluate text in order to determine author's intent and meaning.	17. RI.12.1, 5-6, 10
<u>Writing</u>	
18. Compose a personal narrative/college essay that contains imagery and specific details.	18. W.12.3-6
19. Imitate narrative structure of a text.	19. W.12.3
20. Develop and strengthen writing through the writing process and experimentation with style and structure in writers' notebooks.	20. W.12.5, 10
21. Respond to text-based questions with reference to the text.	21. W.12.9-10
<u>Speaking and Listening</u>	
22. Apply literary context in discussions of corresponding historical and literary works.	22. SL.12.4, 6
23. Present personal views with textual support in Socratic Seminars, class discussions, and small groups.	23. SL.12.1a-d,6; RL.12.1; RI.12.1
24. Listen actively and respond thoughtfully during collaborative discussions and Socratic seminars.	24. SL.12.1d, 6
25. Pose questions to clarify and extend discussion.	25. SL.12.1c, 6

Language

- 26. Analyze the use and/or effects of punctuation and sentence structures.
- 27. Analyze the impact of word choice and connotation in narrative.
- 28. Gather and define vocabulary-in-context.
- 29. Edit and revise writing for content, organization, and word choice.

- 26. L.12.2
- 27. L.12.5; RL.12.6
- 28. L.12.4-6; RL.12.4; RI.12.4
- 29. L.12.1-2

Inter-Disciplinary Connections:

Geography: Study maps of the ancient world

History: ancient cultures, political and cultural distinctions

Linguistics: the Problem of Translation

Psychology: The impact of religion on the development of thought

Sociology: creating social stability through religion

Math: Evaluate inflation rate charts

Music/art: cultural representations of archetypes throughout history

Music/art: Contemporary uses of visual archetypes

Technology: turnitin.com

Students will engage with the following text:

Packets- suggested works: "Flood Myth;" "Genesis: 1-3, 6-9;" excerpts from: *The Baghavad Gita, The Koran, The Analects, The Gospel of Mark, the Book of Q, The Tao Te Ching,*

Mentor texts:

- *Models For Writers: Short Essays for Composition*, 11th edition (Bedford/St. Martin's): "Salvation" (Hughes)
- Selections from *What We Saw: The Events of September 11—In Words, Pictures, and Video* (CBS News)
- *This I Believe* I & II: "Be Cool to the Pizza Dude," "Free Minds and Hearts at Work"

- *College Essays that Made a Difference* by The Princeton Review
- *The Best College Admission Essays* by Mark Alan Stewart and Cynthia C. Muchnick
- *The Longman Reader: "The Chase"* (Dillard)
- "The Champion of the World" (Angelou)
- Sample college essays

NOVELS:

- *Barabbas*
- *The Stranger*

TEACHER RESOURCES:

- *Socratic Seminars and Literature Circles for Middle and High School English* by Victor J. Moeller & March Moeller
- *Lessons That Change Writers* by Nancie Atwell
- Various news and media (e.g., *CNN*, *The New York Times*, *Time Magazine*, *Newsweek*, *Fortune Magazine*, *Runner's World*, *Philadelphia Magazine*, *National Geographic*, *The New York Times Magazine*, *NPR*, etc.)

OTHER RESOURCES:

- *Purdue Online Writing Lab*
- *What Color is My Parachute? A Practical Manual for Job-Hunters and Career-Changers*
- *Collegeboard.com* articles and quizzes
- *Suggested video clips--Harry Potter and the Chamber of Secrets, Five People You Meet in Heaven, Troy*

INDEPENDENT READING: Students choose fiction or non-fiction texts to read.

Students will write:

Writing Workshop: personal narrative/college essay

- Writers Notebooks: personal narrative/college essay topic exploration, drafting; narrative modeling text with revisions; myth writing

Reader's Response to Literature:

- Annotations
- Readers Notebooks: reading logs, responses to open-ended questions; summaries

Open-ended responses on quizzes/tests : Short answer and open-ended responses using textual support.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group Instruction:

- **Direct Lecture:** Development of literature, hero cycle and quest, archetypes, sentence variety, annotation
- **Cornell Notes:** on myths, archetypes, background on religions, purposes of a college essay
- **Socratic Seminar:** Issues with translation, cultural metaphors, theological value systems

Small-Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- **Text analysis, annotations, and citations:** of myths, folktales, historical texts; on purpose, culture, etc . . .
- **Vocabulary in Context:** word-of-the-day, "Who would use this?"
- **Writing Workshop Conferences:** personal narrative writing, narrowing a topic, writing a scene
- **Reader's/Writer's Notebooks responses:** cultural connections, archetypes, writing/revising myth, peer review
- **Book talks/ Literature Circles:** on independent reading options; myths, folktales, historical texts; cultural connections

Individual Assignments:

- **Reader's/Writer's Notebook:** cultural connections, archetypes, writing/revising myth, personal responses to literature, daily writing
- **Vocabulary Work in Context:** unknown word lists
- **Project Options:** *see summative assessment*
- **Independent Reading:** student choice
- **Writing Workshop Assignment:** prepare, edit, revise narrative writing for workshop, self-review, imitate structure
- **Socratic Seminar:** preparation and annotation of text, opening-question response, reflection, evaluation of partner

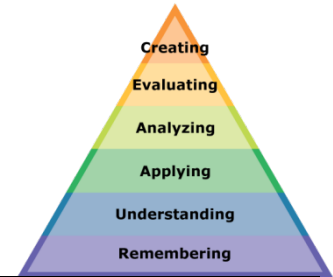
Technology:

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: *Remembering, Understanding, Applying*

- **Pre-assessments:** Narrative & informational text; expository writing
- **Vocabulary homework:** Unit activities and quizzes.
- **Vocabulary in context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Cornell Notes:** Notebook checks & quizzes; collaborative & independent reflections.
- **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit

Accommodations/Modifications: As needed, based on individual student needs

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- **Summer Reading Test**
- **Vocabulary Cumulative Mastery Test**
- **Narrative Writing:** College Essay/Personal Narrative
- **Narrative Reading:** Benchmark assessment

Accommodations/Modifications:

As needed, based on individual student needs

Performance Assessments :

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

- **Narrative Writing:** College Essay/Personal Narrative
- **Performance Assessment**
 - Project Options:
 - Engage in independent study of a culture and connect fundamental theology to the world view of the culture
 - Engage in an independent study of the linguistic nature of a language and draw a conclusion as to how it affects cultural posture and ideological expression

Accommodations/Modifications:

As needed, based on individual student needs

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Contemporary Studies: English 4A : The Politics of The New World Order</p>	<p>Unit Summary: This unit addresses the effects of the Fall of Imperialism and the ensuing paradigm shift in collective World View that followed. The political and cultural upheaval is represented in a variety of literary venues. This unit addresses the fact that the upheaval of the 20th</p>
<p>Grade Level(s): 12th grade</p>	<p>century had it's roots in centuries old ideology and that particular character traits create particular kinds of leaders.</p>
<p>Essential Question(s): <u>Reading Literature:</u> How can the Renaissance be used as a springboard for defining modernity? How does a theme permeate a work of literature? Does society have an obligation to render aid to those in need? How does an author use symbols throughout a text? How can understanding an author's use of symbols help identify the author's purpose in writing? What is the role of education insofar as social duty, personal influence and political power? What are "politics"? Can politics be separated form morality? How does a "Commercial Revolution" impact the politics of human life?</p> <p><u>Reading Informational Text:</u> What themes/values are common to all cultures? How are archetypes relevant in understanding other cultures and our own? How does a text's structure impact its interpretation? What is the role of education insofar as social duty, personal influence and political power? What are "politics"?</p>	<p>Enduring Understanding(s): <u>Reading Literature:</u></p> <ul style="list-style-type: none"> • Themes in literature are universal and, generally, transcend culture and history. • One's identity is shaped by cultural values, judgments, and social mores. • Writers use diction, literary devices, and imagery to create theme, tone, and character. • Morality and the Politics of Power are concepts that permeate all times and cultures. • The fictional experiences of characters are potential explorations of social, psychological, and/or political outcomes. • Literature provides an essential tool in understanding issues of global importance. • Human experiences, as expressed in literature, have the capacity to connect cultures and people. • Symbols, whether overt or subliminal, communicate common themes and experiences. <p><u>Reading Informational Text:</u></p> <ul style="list-style-type: none"> • Forming insightful opinions about literature, history, and present day issues requires a well-rounded understanding of past and present cultures. • Literature provides an essential tool in understanding issues of global importance. • Human experiences connect cultures and people. • Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society. • Expanding our vocabulary will result in improved reading comprehension. Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures. • Understanding a text's structure helps one understand its meaning.

Can politics be separated from morality?
How does a "Commercial Revolution" impact the politics of human life?

Writing:

How does a writer use specific language/diction to create tone?
Why are annotations essential to writing literary analysis?
Why is setting important to theme?
How does context dictate point of view?

Speaking and Listening:

How does active listening enhance communication?
How do peer discussions enhance learning?

Language:

What is the importance of word choice?
Why is grammar essential to communicate effectively?
How does grammar affect meaning?

Writing:

- Concrete objects can carry significant emotional weight
- Annotating a literary work can aid in written analysis.
- Imagery is an effective tool in generating pathos required to effectively tell a story.
- Written communication and proper grammar mechanics promotes fluency of communication.
- Writing is a multi-stage process that uses skills, strategies, and practices for revising and editing a variety of texts.
- Our willingness to draw from the various influences in our lives is the key to developing as a writer.
- Students learn a great deal by sharing their writing with others and by participating in peer editing and revision activities.

Speaking and Listening:

- Sharing experiences and responses requires active listening.
- Respecting others' opinions is essential in class discussion.

Language:

- An author's choices in diction and imagery affect a reader's interpretation.
- Effective communication relies on common rules and conventions.
- Grammatical conventions such as syntax, sentence variety, and punctuation serve specific purposes in communicating meaning
- An author's choices in diction and imagery affect a reader's interpretation.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>Reading Literature:</p> <ol style="list-style-type: none">1. Critically read, analyze, and interpret historical and fictional texts in terms of cultural connections from past to present2. Analyze common themes in literature and express, in writing, cultural commonalities in reflecting upon past3. Compare fictional and non-fictional historical documents about war, and its aftermath, to literature from a variety of cultures.4. Evaluate the relevance of works of art, literature and music that depict historical or contemporary conflicts.5. Analyze modern conflicts to find similarities to past cultures and texts.6. Cite specific textual evidence to support and interpret conclusions drawn from texts.7. Summarize the main ideas in literature and correlate them to cultural movements, personal experiences, and contemporary issues found in comparable texts.8. Examine how word choice affects tone and meaning.9. Analyze the author’s point of view and its effect on the reader’s understanding of cultural conflicts10. Examine works of art, literature, and music that depict the effects of war.11. Analyze the impact of imagery and figurative language on the tone and mood of a work.12. Analyze symbolism in a literary selection to determine abstract ideas, thoughts and feelings the work conveys.	<ol style="list-style-type: none">1. RL.12.92. RL.12.9, W.12.9a3. RL.12.24. RL.12.6-7,95. RL.12.26. RL.12.17. RL.12.1-38. RL.12.3-59. RL.12.4, 610. RL.12.611. RL. 12.312. RL.12.4
<p>Reading Informational Text:</p> <ol style="list-style-type: none">13. Critically read, analyze, and interpret texts in terms of cultural connections from past to present14. Evaluate the relevance of works of art, literature and music that depict historical or contemporary conflicts.15. Compare historical documents about human rights and war to literature from a variety of cultures16. Summarize the main ideas in texts and correlate them to cultural movements, personal experiences, and contemporary issues found in comparable texts.17. Analyze and evaluate text in order to determine author’s intent and meaning.18. Identify main ideas and cite textual evidence to support analysis.19. Identify and analyze how authors influence readers and shape meaning through the use of rhetoric20. Analyze historical significance of documents; evaluate representations of subjects in various forms; identify and analyze reasoning	<ol style="list-style-type: none">13. RI.12.914. RI.12.6-915. RI.12.216. RI.12.1-317. RI.12.1, 4-6, 1018. RI.12.1-319. RI.12.6; L.12.3a20. RI.12.7-9

<p>Writing:</p> <ol style="list-style-type: none"> 21. Analyze a fictional text to trace the author’s development of theme. 22. Compare and contrast two works about war describing how point of view can distort the facts/ ideas of war. 23. Employ the writing process in an analytical essay. 24. Define rhetorical appeals – ethos, pathos, and logos- explain how an author uses this to gain support with an audience. <p>Speaking and Listening:</p> <ol style="list-style-type: none"> 25. Apply literary context in discussions of corresponding historical and literary works. 26. Present personal views with textual support in Socratic Seminars, class discussions, and small groups. 27. Listen actively and respond thoughtfully during collaborative discussions and Socratic seminars. 28. Pose questions to clarify and extend discussion. <p>Language:</p> <ol style="list-style-type: none"> 29. Analyze the use and/or effects of punctuation and sentence structures. 30. Analyze the impact of word choice and connotation in narrative. 31. Gather and define vocabulary-in-context. 32. Edit and revise writing for content, organization, and word choice. 	<p>21. W.12.2, 4-6, 9-10 22. W.12.2 23. W.12.1 24. W.12.1</p> <p>25. SL.12.4, 6 26. SL.12.1a-d,6; RI.12.1; RI.12.1 27. SL.12.1d, 3, 6 28. SL.12.1c, 6</p> <p>29. L.12.2 30. L.12.5; RI.12.6 31. L.12.4-6; RI.12.4; RI.12.4 32. L.12.1-2</p>
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Inter-Disciplinary Connections:

<p>History: European perspectives on WWI, WWII, and the Cold War Sociology: Impact of the Fall of Imperialism, Cold War mindset, Marxist ideology, the impact of War Psychology: Repercussions of soldiering, effects of propaganda Music/art: cultural representations of archetypes throughout history</p>

Students will engage with the following text:

<p>Poetry:</p> <ul style="list-style-type: none"> • “Dolce Et Decorum Est” (Owen) • “Diameter of a Bomb” (Amichai) • “The End and the Beginning”, “In Praise of Feeling Bad about Yourself” (Szyborska) • Yusef Komunyakaa <p>Mentor texts:</p> <ul style="list-style-type: none"> • <i>Writers Inc. Write for College</i> by Sebranek, Kemper, & Meyer (2007 edition) • <i>Models For Writers: Short Essays for Composition</i>, 11th edition (Bedford/St. Martin’s) • Any current events covering violation of human rights or genocide in the world • “Why Men Love War” • “How to Tell A True War Story” • “Eulogy for Betty Ford” (Roberts) • Additional excerpts and suggested readings are culled from • “Build the Ground Zero Mosque or Else” <i>Washington Times</i>, Sept 11, 2010 • “No Room for Mosque at Ground Zero” <i>Marshall Independent</i>, Aug. 25, 2010 • “Taking Stock in Afghanistan” <i>New York Times</i>, June 13, 2010
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- “War Can Warp Even Your Conscience” Leonard Pitts, *Detroit Free Press*, Jan, 20, 2012
- “The End for Now” Thomas Friedman, *New York Times*, Dec. 2011
- Stimson’s Atomic Bomb
- Kennan’s “The Long Telegram”
- Palestine vs. Israel debate
- Church Committee Report on Chile
- “Ghandi and Jinnah’s Plan for the Indian Sub-continent”
- “DeGualle and Algeria”
- “If They Are Making Maps, They are Preparing for War”

NOVELS:

- *The Things They Carried*
- *In Country*
- *Night*
- *The Prince*
- *Richard III*

Excerpts:

- *My War* (Buzzell)
- Declaration of Human Rights,
- "On the Bottom" from *Survival in Aushwitz* by Primo Levi
- "Preface to the New Translation" by Elie Wiesel
- Excerpts from *Not On Our Watch: The Mission to End Genocide in Darfur and Beyond* by Don Cheadle & John Pendergast (Foreward by Elie Wiesel)
- Read excerpts from: “A Rumor of War” (Caputo),
- “Where Men Win Glory” (Krakauer),
- “The Good War” (Terkel),
- “War” (Junger)
- *Patriots* (Appy)

OTHER RESOURCES:

Film Clips: *Hotel Rwanda*; *Platoon*; *Restrepo*; "Elie and Oprah Visit Auschwitz"; current event articles from various news and media (e.g., *CNN*, *The New York Times*, *Time Magazine*, *Newsweek*, *Fortune Magazine*, *Runner’s World*, *Philadelphia Magazine*, *National Geographic*, *The New York Times Magazine*, *NPR*, etc.)

INDEPENDENT READING: Students choose a fiction or non-fiction text to read.

TEACHER RESOURCES:

- *Lessons That Change Writers* by Nancie Atwell
 - *Write Beside Them* by Penny Kittle
 - *Socratic Seminars and Literature Circles for Middle and High School English* by Victor J. Moeller & March Moeller
- Additional excerpts and suggested readings are culled from current event articles from various news and media (e.g., *CNN*, *The New York Times*, *Time Magazine*, *Newsweek*, *Fortune Magazine*, *Runner’s World*, *Philadelphia Magazine*, *National Geographic*, *The New York Times Magazine*, *NPR*, etc.)

Students will write:

Writing Workshop: Social power analysis essay using primary and secondary sources, that synthesizes literary and informational texts

- Writers Notebooks: Analytical essay topic exploration, drafting; explanatory essay modeling text with revisions; exploring ideas from annotations; exploring ideas from discussions

Reader's Response to Literature:

- Annotations
- Readers Notebooks: reading logs, responses to open-ended questions; summaries

Open-ended responses on quizzes/tests : Short answer and open-ended responses using textual support.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group Instruction:

- **Mini-lessons, Teacher Modeling, and Lecture:** contextual information for novels, annotation, close reading, close reading with annotation, close reading with discussion, formulation of questions
- **Cornell Notes:** background on individual works, purposes of analytical writing
- **Socratic Seminar:** use of propaganda, social function of racism, western ethics vs. eastern ethics, Ethnocentrism, Geocentrism, other thematic issues

Small-Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- **Text analysis, annotations, and citations:** of novels and mentor texts; primary and secondary sources for literary analysis
- **Vocabulary in Context:** "Who would use this?"; word-of-the-day
- **Writing Workshop Conferences:** literary analysis writing, narrowing a topic, writing a conclusion
- **Reader's/Writer's Notebooks responses:** cultural connections, archetypes, writing/revising analytical paragraphs, peer review
- **Book talks/ Literature Circles:** on novels, historical texts; cultural connections

Individual Assignments:

- **Reader's/Writer's Notebook:** article-of-the-week (Kelly Gallagher), cultural connections, current events, writing/revising analysis, personal responses to literature, daily writing, responses to close reading
- **Vocabulary Work in Context:** unknown word lists
- **Project Options:** *see summative assessment*
- **Independent Reading:** student choice
- **Writing Workshop Assignment:** prepare, edit, revise narrative writing for workshop, self-review, imitate structure
- **Socratic Seminar:** preparation and annotation of text, opening-question response, reflection, evaluation of partner

Technology:

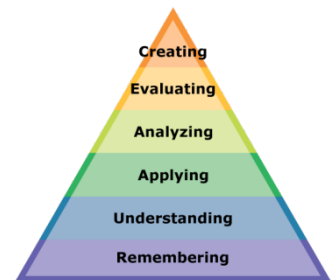
- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.

Formative Assessments:



The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary homework:** Unit activities and quizzes.
- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Cornell Notes:** Notebook checks & quizzes; collaborative & independent reflections.
- **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in

whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.

- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

As needed, based on individual student needs

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- Vocabulary Cumulative Mastery Test
- Benchmark: Reading informational Text; Writing, text-based expository

Accommodations/Modifications:

As needed, based on individual student needs

Performance Assessments :

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

Project Options (choose 1):

- Social power analysis essay using primary and secondary sources, that synthesizes literary and informational texts

Accommodations/Modifications:

As needed, based on individual student needs

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Contemporary Studies Unit 3 PostModernism and The Politics of Poverty</p>	<p>Unit Summary: This unit addresses all Modes of Discourse which can be used in the research project paper and ensuing research project presentations. Students will learn to use proper citations, develop a proposal, an outline, rough draft, final draft, works cited page, and a multimedia presentation on their research. In addition, students will engage with power relationships. This could include, but is not limited to: poverty on a global level, in the Third World, in the Unites States, and locally; the construction of gender and image; what happens when the oil runs out.</p>
<p>Grade Level(s): 12 grade: Accelerated Level</p>	<p>Third World, in the Unites States, and locally; the construction of gender and image; what happens when the oil runs out.</p>
<p>Essential Question(s):</p> <p><u>Reading Literature:</u></p> <p>Why does an author include specific details in a passage? How does a theme permeate a work of literature? How does an author use symbols throughout a text? How can understanding an author's use of symbols help identify the author's purpose in writing? How does a text's structure impact its interpretation? What responsibilities do governments have to the poor of their countries? Are there citizens who do not deserve help? How much of a factor is illegal immigration on poverty statistics? What is the true cost of economic decisions? Does geography affect human development?</p> <p><u>Reading Informational Text:</u></p> <p>What organizational strategy best suits this research? How does organizing the results of my research help me to use it? How do I synthesize the ideas of others to draw an insightful conclusion that is mine?</p>	<p>Enduring Understanding(s):</p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> • Annotating a literary work can further understanding and the ability to determine relevance of a work. • Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society. • Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures. • Understanding a text's structure helps one understand its meaning. • Writers share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements. • Writing can achieve a great deal in terms of feeling, emotion, and description in a concise way. <p><u>Reading Informational Text:</u></p> <ul style="list-style-type: none"> • Researchers use old ideas to create new ones. • Research requires us to generalize from given facts, relate knowledge from several areas make predictions, and draw conclusions. • In research we compare and discriminate between ideas, assess value of theories, make choices based on reasoned argument. • In research, organization is critical to the acquisition, application, and evaluation of information.

How do I determine the appropriate presentation format for my task and audience?
How does one analyze, evaluate & utilize various types of materials?
How do writers construct effective argument?
How do I synthesize the ideas of others in my work group to create a plan for presentation?
How do power relationships affect human development?
Are "all men" created equal?
How does one determine who deserves what?

Writing:

Why are annotations essential to writing analysis?
How does a writer use specific language/diction to create imagery/character?
How does a writer best communicate personal experiences?
What makes writing coherent, logical and expressive?
How does knowing your audience contribute to effective writing?
How can organization influence meaning and clarity in a piece of writing?
How does a writer use specific language/diction to advance ideas?

Speaking and Listening:

How does active listening enhance communication?
How do peer discussions enhance learning?
How can your audience affect your communication process, including

- Effective communication relies on the purposeful use of information in a format appropriate to the task and the audience.
- Critical examination and evaluation of data is essential to making informed decisions.
- Research requires students to become critical consumers of the media and technology available to them. To do so, they must be able to analyze the validity and authenticity of a variety of sources.
- Writers use various techniques to craft effective argument, taking into consideration purpose and audience.
- Real world research is generally executed through teams and students must learn to work with others and respect the ideas of others by integrating various view points into one cohesive expression.

Writing:

- Annotating a literary work can aid in written analysis.
- Imagery is an effective tool in telling a story.
- Written communication and proper grammar mechanics promotes fluency of communication.
- Writing is a multi-stage process that uses skills, strategies, and practices for revising and editing a variety of texts.
- Our willingness to draw from the various influences in our lives is the key to developing as a writer.
- Students learn a great deal by sharing their writing with others and by participating in peer editing and revision activities.
- Expository and persuasive writing encourage students to discover new ways of looking at text via information to explore.
- Understand that writing captures and records historical events, human aspirations, imagination, and evokes both emotion and reason.
- Different genres have different structures and conventions.
- The key to quality writing is to know audience and purpose.
- Writing is a powerful tool for sharing information and communicating new ideas.
- Audience and purpose impact a writer's style.
- Ideas in writing can be organized in many different ways depending on the author's purpose.
- There is a direct correlation between organization and effectiveness of writing.
- Working on organizing ideas in writing develops more logical ways of reasoning.
- Authors manipulate diction depending upon purpose and audience.

Speaking and Listening:

- Sharing experiences and responses requires active listening.
- Respecting others' opinions is essential in class discussion.
- Effective listeners are able to interpret and evaluate increasingly complex messages
- Media have embedded values and points of view.

the modes by which you exchange meaning?

Why is communicating an active, not a passive, process?

Language:

How does the depth of a students' vocabulary contribute to students' ability to read, write, listen, and speak more effectively?

How does a writer know when and how to revise?

Why is grammar essential to communicate effectively?

How does grammar affect meaning?

- Communication is an active, not a passive, process in which we exchange meaning with others.
- Effective communicators use a variety of modes of expression to express and receive meaning, including both verbal and non-verbal language.
- The audience with whom we are communicating shapes how we will communicate and the means through which we communicate.

Language:

- Edit and revise writing for proper grammar, usage, diction and syntax is part of the writing process.
- Define new words from their research readings and use these terms in their writing is essential in academic writing.
- Combining sentences can clarify ideas, make reading more enjoyable, and express relationships between ideas.
- A rich vocabulary enables us to understand and communicate more effectively
- An author's choices in diction and imagery affect a reader's interpretation.
- Effective communication relies on common rules and conventions.
- Grammatical conventions such as syntax, sentence variety, and punctuation serve specific purposes in communicating meaning

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<u>Reading Literature:</u>	
1. Interpret literature and cite textual evidence to support understanding.	1. RL. 12.1, 10; L.12.5
2. Critically read, analyze, and interpret fictional texts in terms of larger global connections.	2. RL.12.6, 10; L.12.6
3. Synthesize non-fictional documents with literature for a variety of purposes.	3. RL.12.7, 10
4. Evaluate the connections among works of art, literature, and music that relate to research topic.	4. RL.12.7
5. Analyze and evaluate text in order to determine author’s intent and meaning.	5. RL.12.3, 4, 9
6. Identify the characteristics of different genres and analyze their impact.	6. RL.12.5, 10; L.12.6
7. Analyze the relationship between the structure of genre and the development of an idea.	7. RL.12.3
8. Identify and evaluate how the elements and structures of text construct meaning.	8. RL.12.2-4, 10
9. Evaluate effectiveness of a genre for a specific purpose.	9. RL.12.3, 5-6
<u>Reading Informational Text:</u>	
10. Establish a focus for research and design a research plan to answer a specific question.	10. RI.12.7, 10; W.12.7-9
11. Access multiple sources, including scholarly articles, using a variety of research tools.	11. RI.12.7, 10 W.12.7-9
12. Identify the parts of a rhetorical argument in non-fiction text.	12. RI.12.8, 10
13. Evaluate the validity of a persuasive argument in a variety of texts.	13. RI.12.6, 8, 10
14. Compile appropriate information from academic sources.	14. RI.12.7; W.12.7-9
15. Effectively summarize a text.	15. RI.12.2, 10
16. Evaluate the accuracy and usefulness of information.	16. RI.12.7, 10
17. Determine a central idea of a text and analyze its development throughout the text.	17. RI.12.1, 5
18. Analyze how ideas build on one another to provide a complex analysis.	18. RI.12.3, 5, 10
19. Assemble, convey, and synthesize evidence in support of the thesis.	19. RI.12.7; W.12.7-9
20. Analyze rhetorical strategies with special emphasis on comparison/contrast, cause/effect, classification, and argument/ persuasion.	20. RI.12.2-6
21. Review MLA format for composing Works Cited.	21. RI.12.7
<u>Writing:</u>	
22. Imitate structure of a text when composing genres.	22. W.12.1-3
23. Develop and strengthen writing through the writing process and experimentation with style and structure in writers’ notebooks and online.	23. W.12.5, 6, 10
24. Construct a rhetorical argument using non-fiction resources and a variety of appeals.	24. W.12.1a, 9a
25. Compose a concise and effective thesis statement and clarity of idea.	25. W.12.1a
26. Sufficiently narrow the topic.	26. W.12.7
27. Build support for a thesis with well-articulated evidence	27. W.12.1b,2b
28. Use the appropriate tone in writing.	28. W.12.4
29. Develop voice for a designated purpose, audience, and context.	29. W.12.2c
30. Create a structure appropriate to a specific purpose, audience, and context.	30. W.12.1b
31. Anticipate and address multiple viewpoints.	31. W.12.5
32. Revise manuscripts to improve the organization and consistency of ideas within and between paragraphs and sections of the paper.	32. W.12.4-5
33. Summarize, paraphrase and quote primary source and secondary source reading.	33. W.12.8
	34. W.12.1a, 2a, 3a, 10
	35. W.12.1-4, 10

<p>34. Experiment with writing from multiple points of view.</p> <p>35. Employ rhetorical strategies with special emphasis on comparison/contrast, cause/effect, classification, and argument/persuasion.</p> <p>Speaking and Listening:</p> <p>36. Debate an issue and argue the opposite side.</p> <p>37. Express personal responses in small group settings.</p> <p>38. Actively listen during collaborative discussions.</p> <p>39. Participate in student-to-teacher, student-to-student, and group verbal interactions by asking relevant questions and responding to questions with appropriate information.</p> <p>40. Make use of digital media in creating and/or presenting research.</p> <p>Language:</p> <p>41. Write in a tone appropriate to purpose and audience.</p> <p>42. Evaluate the credibility of sources, compare and contrast perspectives by note taking, summarizing, and paraphrasing.</p> <p>43. Define new words in context.</p> <p>44. Demonstrate control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.</p> <p>45. Edit and revise writing for proper grammar, usage, diction, and syntax.</p>	<p>36. SL.12.2, 6</p> <p>37. SL.12.1b</p> <p>38. SL.12.4</p> <p>39. SL.12.3</p> <p>40. SL.12.5</p> <p>41. W.12.2d,e; L.12.1,2,3</p> <p>42. W.12.2f</p> <p>43. L.12.3-4</p> <p>44. W.12.2f</p> <p>45. W.12.2f</p>
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Inter-Disciplinary Connections:

History: 20th Century upheaval of the Third World, including, but not limited to: Latin America, Africa, and the Middle East

Geography: Analyze poverty maps and population maps

Math: Compare and contrast poverty data across decades, age groups, gender groups, and geographic areas

Sociology: The responsibility of governments to the governed; The Group Mindset; polarization

Science: Environmental impact of economy

Music/art: cultural representations of archetypes throughout history

Students will engage with the following text:

Write for College:

- “Persuasive and Expository Writing”
- “Critical Listening and Note Taking”
- “Speaking Effectively”
- “Guide to Revising”
-

Suggested fiction:

- *The Lone Ranger and Tonto Fistfight in Heaven*, Sherman Alexie
- *Woman at Point Zero*, Nawal El Saadawi

Suggested non-fiction (to study argument, characteristics of genres, and glean information)

- Excerpt from "The Quest for Peace and Justice" by Dr. Martin Luther King, Jr.
- Socrates' "Apology"
- Marc Antony's Funeral Speech *Julius Caesar*
- *Declaration of Independence*

- *Gettysburg Address*
- *The 5 Gas Station Theory of the World*
- *The Dangers of NAFTA, GATT, and Free Trade*
- *Liberation Theology in Latin America*
- *Middle East and the Price of Oil*
- *Food Stamps and the Farm Bill*
- *Everything I Want to Do is Illegal*, Joel Salatin
- *What Are People for?*, Wendell Berry

Suggested films and other media: *The King's Speech*, *The American President*, Hillary Clinton "Women's Rights are Human Rights," television commercials, *A Place at the Table*, *Food, Inc.* *King Corn*, *Farmageddon*, *Tootsie*, *PBS series*, "A World Without Oil"

Mentor Texts:

- Selections from *The Language of Composition: The Gender Unit*
- Selections from *The Longman Writer*: "Can You Be Educated from a Distance?;" "Time to Think About Torture," "Now the Talk IS About Bringing Back Torture"
- Selections from various media sources, such as *CNN*, *The New York Times*, *Time Magazine*, *Newsweek*, *Fortune Magazine*, *Philadelphia Magazine*, *National Geographic*, *The New York Times Magazine*, *NPR*, etc., including "Rodman vs. Da Ref," "An Exercise in Doubt" (Lopate), "Someday My Prince Will Come" (Lieberman)

Purdue OWL: Art of Rhetoric, MLA format

Students will write:

Writing Workshop: A series of quick writing assignments in their writer's notebooks to experiment with genres that will be used in writing the research paper (Obituaries, multi-voice poems, fiction, news writing, cartoons, recipes, and diary entries, to name a few.)

Writing Workshop mini lessons and writing exercises: revision exercises, building argument using appeals, identifying fallacies, argument analysis.

Students will be asked to submit a research focus proposal outlining a topic, thesis statement, and possible genres to be used in the paper. They will be asked to write a rationale as to why they chose their topic and what they hope to find through their research.

TIME FRAME: 2nd – 3rd marking period

The Research Project: Must utilize a minimum of 5 sources.

- The written formal paper (individual)
 - will be 6 – 8 pages
 - will utilize proper MLA format
 - will include at least one visual source (data graphic or image) with derived information synthesized into the text of the paper
- The Project Presentation (group synthesis)
 - Will include visual aides (Powerpoint (or equivalent) minimum 6 slides)
 - Will synthesize ideas from all group members
 - All members will have a speaking role

Reader's Response to Literature: reading logs and annotations of texts studied in this unit

Open-ended responses on quizzes/tests : on speeches, arguments, text annotations and responses

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group Instruction:

- **Mini-lessons, Teacher Modeling, and Lecture:** expectations and requirements of the research paper, characteristics of genres, imitating text, the art argument/modes of discourse
- **Cornell Notes:** the art argument/modes of discourse
- **Socratic Seminar:** topics to include: connections of visuals to written word, structure of different genres, word choice and purpose, interpretation of visual art, discussion of philosophical stance in mentor text, elements of argument

Small-Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- **Text analysis, annotations, and citations:** on researched sources, Socratic Seminar texts
- **Vocabulary in Context:** keywords/ideas pertinent to research and argument
- **Writing Workshop Conferences:** developing a topic, imitating structure, finding the right genre
- **Reader's/Writer's Notebooks responses:** peer conferencing, conferring, elements of argument
- **Book talks/ Literature Circles:** Effective argument, use of textual support
- **Group Project Collaboration:** Synthesizing research components from individual projects into a cohesive presentation

Individual Assignments:

- **Reader's/Writer's Notebook:** daily writing, experimentations with argument and genre, responses to argument
- **Vocabulary Work in Context:** defined through annotations
- **Project Options:** Research Paper
- **Independent Reading:** research sources; Packet in support of "Power relationships" topic
- **Writing Workshop:** prepare, edit, revise writing for workshop and research paper, self-review, imitate structure
- **Socratic Seminar:** preparation and annotation of text, opening-question response, reflection, evaluation of partner

Technology:

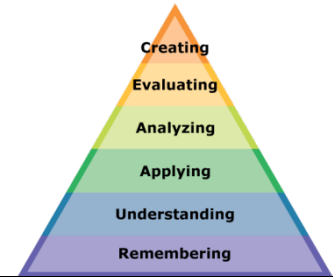
- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
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- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
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- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.

Independent reading assessment: Homework, class-work, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

As needed, based on individual student needs

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- **Vocabulary Cumulative Mastery Test**
- **Synthesis Essay:** based on supplied supplemental packet (informational and argument, including at least one visual text); minimum of 3 sources cited in-text; MLA format
- **Final Reading Benchmark:** Narrative and informational text, multiple-choice and open-ended

Accommodations/Modifications:

As needed, based on individual student needs

Performance Assessments :

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

- **Research Paper** (see "Students will write" for more details)

Accommodations/Modifications:

As needed, based on individual student needs

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Contemporary Studies: Unit 4 : The Politics of Ignorance</p>	<p>Unit Summary: This unit addresses the effects of ignorance and hatred on the individual and the society through its depiction in literature, as well as the importance of remembrance, understanding of root philosophies, and the paradox of 21st Century life: while religious fundamentalism establishes new demarcations for hate, technology is truly making the world a smaller place. The unit encourages students to understand archetypes, character development, and themes in text. Also, this unit focuses on writing about and understanding literature. In addition, the unit addresses common errors in usage and improving vocabulary.</p>
<p>Grade Level(s): 12th Grade Accelerated Level</p>	
<p>Essential Question(s):</p> <p>Reading Literature:</p> <ul style="list-style-type: none"> • How are characters developed? • How can understanding an author’s characterization help identify the author’s purpose in writing? • What themes/values are common to all cultures? • How is theme developed? • Why does a writer use specific language/diction to create imagery? • Why does an author include specific details in a passage? • How do feelings of human alienation influence human behavior? • How do past archetypes relate to present/individual conflicts? • What leads to genocides? • Why do some areas live in peace for centuries and then erupt in terrible violence? • What lessons do we learn from modern genocides? • What causes people or groups to engage in terrorism? • How does the world solve the problems that promote terrorism? • Is a globalized society the only future for the world? • 	<p>Enduring Understanding(s):</p> <p>Reading Literature:</p> <ul style="list-style-type: none"> • Analysis of characterization can aid in determining theme and relevance. • Theme is developed through characterization, setting, plot, and symbols. • An author’s choices in diction and imagery affect a reader’s interpretation. • Understanding the actions of others is crucial to analyzing one’s own actions. • Themes in literature are universal and, generally, transcend culture and history. • One’s identity is shaped by cultural values, judgments, and social mores. • Writers use diction, literary devices, and imagery to create theme, tone, and character. • Alienation and guilt are concepts that permeate all times and cultures. • People can learn from reading about the fictional experiences of characters. • Literature provides an essential tool in understanding issues of global importance. • Human experiences connect cultures and people. • Symbols help to communicate common themes and experiences.

Reading Informational Text:

- What themes/values are common to all cultures?
- How are archetypes relevant in understanding other cultures and our own?
- How does a text's structure impact its interpretation?
- Why are memoirs important to the present and the future?
- Why does an author include specific details in a passage?

Writing:

- Why do people write about themselves?
- How does a writer best communicate personal experiences?

Speaking and Listening:

- How does listening lead to effective speaking?
- How does oral reading and enacting a play differ from silent reading?
- How does a dramatic reading help convey a character's personality and motivations?

Language:

- Why is grammar essential to communicate effectively?
- How does an understanding of grammatical rules enhance the quality of one's writing?
- How does a writer use specific language/diction to create imagery and/or character?

Reading Informational Text:

- Forming insightful opinions about literature, history, and present day issues requires a well-rounded understanding of past and present cultures.
- Literature provides an essential tool in understanding issues of global importance.
- Human experiences connect cultures and people.
- Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society.
- Expanding our vocabulary will result in improved reading comprehension. Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures.
- Understanding a text's structure helps one understand its meaning.
- Memoirs have relevance to students as connections to the past, reflections of humanity, and models of human understanding.
- Writers use diction, literary devices, and imagery to create theme, tone, and character.

Writing:

- Memoir provides essential information to the reader about the author.
- One small scene or moment in a life can communicate volumes about the character or the person.
- Imagery is an effective tool in telling a story.
- Written communication and proper grammar mechanics promotes fluency of communication.

Speaking and Listening:

- Sharing experiences and responses requires active listening.
- Drama can be better understood through oral reading.
- Characters are not just created by words but also tone and vocal expression.

Language:

- Effective communication relies on common rules and conventions.
- Knowledge of standard grammar allows manipulation of dialogue for characterization
- Diction and imagery convey tone, establishes voice, and contributes to an understanding of author's purpose.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>Reading Literature:</p> <ol style="list-style-type: none"> 1. Analyze the theme. 2. Apply knowledge of characterization techniques to determine theme and relevance. 3. Analyze character speech and actions to identify his or her traits and motivations. 4. Analyze the effectiveness of the dramatic structure. 5. Identify and explain how selected passages contribute to the work as a whole. 6. Explain the meaning of recurring images, symbols, and metaphors in the text. 7. Analyze multiple interpretations of a text. 	<ol style="list-style-type: none"> 1. RL.12.2, 10 2. RL.12.2-3, 10 3. RL.12.3-4, 6 4. RL.12.5 5. RL.12-1-3, 5 6. RL.12.1, 4, 10 ; L.12.5a 7. RL.12.7, 10
<p>Reading Informational Text:</p> <ol style="list-style-type: none"> 8. Articulate the characteristics of dramatic comedy and tragedy and identify elements in the literary selections read. 9. Analyze and evaluate text in order to determine author’s purpose. 10. Critically read, analyze, and interpret texts in terms of cultural connections. 11. Analyze structure of memoir excerpts. 	<ol style="list-style-type: none"> 8. RI.12.1, 10 9. RI.12.1, 6 10. RI.12.1-4, 9; RL.12.9 11. RI.12.5
<p>Writing:</p> <ol style="list-style-type: none"> 12. Compose a memoir which utilizes an archetypal thematic pattern. 13. Develop narrative using specific details, imagery, and dialogue. 14. Imitate narrative structure of a text. 15. Develop and strengthen writing through the writing process and experimentation with style and structure in writers’ notebooks. 16. Respond to text-based questions with reference to the text through argumentation, narrative, and expository writing. 	<ol style="list-style-type: none"> 12. W.12.3-6 13. W.12.3b, d 14. W.12.3 14. W.12.5, 10 15. W.12.4-5 16. W.12.9-10, W.12.1
<p>Speaking and Listening:</p> <ol style="list-style-type: none"> 17. Evaluate and discuss a character by interpreting dialogue. 18. Express personal responses in a small group setting. 19. Actively listen during collaborative discussions and Socratic seminars. 20. Recite lines in a way that reflects characterization. 21. Orally present culminating project which synthesizes ideas from the year in a visual and written format. 	<ol style="list-style-type: none"> 17. SL.12.1, 3 18. SL.12.1a-d 19. SL.12.1,3 20. SL.12.6 21. SL.12.2, 4-6; RL.12.7; W.12.7-8
<p>Language:</p> <ol style="list-style-type: none"> 22. Use a variety of sentence structures to manipulate tone. 23. Use diction and imagery to develop voice and tone. 24. Analyze how paradox, antithesis, and other rhetorical devices shape author’s message. 25. Gather and define vocabulary-in-context. 26. Edit and revise writing for content, organization, and word choice. 	<ol style="list-style-type: none"> 22. L.12.3 23. L.12.5 24. L.12.5a 25. L.12.4-5; RL.12.4; RI.12.4 26. L.12.1-2

Inter-Disciplinary Connections:

History: judicial system, civic responsibility, how propaganda creates polarization

Math: Economic and population impacts of genocide

Geography: examine maps of Terrorism Hot Spots and revisit Unit 1

Sociology: Examine the social impact of 9/11; examine the political uses for hate

Students will engage with the following text:

Mentor texts:

- *This I Believe I & II*
- *Time Magazine 9/11/2001 Photo Essays*
- *Searching for Unity*, Ted Andrews
- Essays from *Essays on Genocide and Humanitarian Intervention*
-

Poetry:

- Spoken word pieces
- Poetry from 9/11
- *Shema*, Primo Levi
- *What Would You Do?*, Emithal Mahmoud

Literature:

- *Brighton Beach Memoirs (Simon)*
- *Oedipus*
- *Antigone*
- *1984*
- *Night*

TEACHER RESOURCES:

- *Socratic Seminars and Literature Circles for Middle and High School English* by Victor J. Moeller & March Moeller
- *Lessons That Change Writers* by Nancie Atwell

- Various news and media (e.g., *CNN*, *The New York Times*, *Time Magazine*, *Newsweek*, *Fortune Magazine*, *Runner's World*, *Philadelphia Magazine*, *National Geographic*, *The New York Times Magazine*, *NPR*, etc.)

OTHER RESOURCES:

- *Purdue Online Writing Lab*
- *YouTube clips of selected drama; film clips of Hamlet*

INDEPENDENT READING: Students choose fiction or non-fiction texts to read.

Students will write:

Writing Workshop: Memoir

- Writers Notebooks: memoir topic exploration, drafting; narrative modeling text with revisions

Reader's Response to Literature:

- Annotations
- Readers Notebooks: reading logs, responses to open-ended questions; summaries

Open-ended responses on quizzes/tests : Short answer and open-ended responses using textual support.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group Instruction:

- **Mini-lessons, Teacher Modeling, and Lecture:** elements of drama, annotating drama, background information, annotating memoir, writing memoir
- **Cornell Notes:** on elements of drama, background information
- **Socratic Seminar:** Different versions of the same drama, drama-in-context, memoir, tone and word choice

Small-Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- **Text analysis, annotations, and citations:** of literature, background information, and mentor texts
- **Vocabulary in Context:** word-of-the-day, “Who would use this?”
- **Writing Workshop Conferences:** memoir writing, narrowing a topic, adding description, consistent tone
- **Reader’s/Writer’s Notebooks responses:** cultural connections, drama, writing/revising memoir, peer review
- **Book talks/ Literature Circles:** on drama, independent reading options, historical/background texts, memoirs

Individual Assignments:

- **Reader’s/Writer’s Notebook:** article-of-the-week (Kelly Gallagher), cultural connections, writing/revising myth, personal and analytical responses to literature, daily writing
- **Vocabulary Work in Context:** unknown word lists
- **Project Options:** *see summative assessment*
- **Independent Reading:** student choice
- **Writing Workshop Assignment:** prepare, edit, revise memoir writing for workshop, self-review, imitate structure
- **Socratic Seminar:** preparation and annotation of text, opening-question response, reflection, evaluation of partner

Technology:

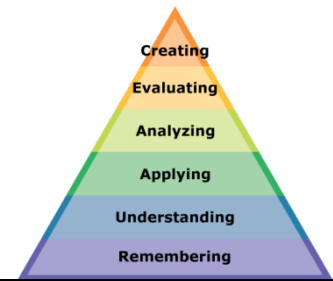
- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.

Formative Assessments:



The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary homework:** Unit activities and quizzes.
- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Cornell Notes:** Notebook checks & quizzes; collaborative & independent reflections.
- **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

As needed, based on individual student needs

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- **Vocabulary Cumulative Mastery Test**
- **Final Writing Benchmark:** (expository)
- **Narrative Writing:** Memoir Writing

Accommodations/Modifications:

As needed, based on individual student needs

Performance Assessments :

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

- ***Final Performance Assessment*** As needed, based on individual student needs
 - Topic: Commencement ("All endings are also beginnings.")
 - Requirements: oral presentation, reference to at least one text from the year (characters, themes, "big ideas," conflicts, etc . . .), rationale
 - Presentation format: Power Point, Prezi, spoken word poetry, speech, video/movie (including spoken introduction/rationale)

Accommodations/Modifications:

As needed, based on individual student needs