UNIT 1 –The Origin of Stories and the Study of Archetypes (M.P. 1)

Unit Summary: *This unit addresses the origins of literature and stories along with archetypes and hero characteristics that are present in modern literature. It is designed to assist students in learning to connect to and analyze cultures through literature as well as to develop research and writing skills within the context of genre studies. The unit emphasizes the understanding of cultures through epics and myths and the use of storytelling techniques through student centered inquiry. There will be additional emphasis on writing using imagery and anecdote, as well as writing about oneself to communicate a single idea through storytelling techniques such as pacing, introductions and closings. Students will engage in annotated close reading of a variety of fiction and non-fiction to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of arhcetypes; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating a narrative essay.*

ESSENTIAL QUESTIONS: What themes/values are common to all cultures? How do past archetypes relate to present/individual conflicts? Why do people write about themselves? How does a writer best communicate personal experiences?

ASSESSMENTS:
Summative/Performance Assessments (Tests/Essays/ Projects = 50%)
1. **Summer Reading** (10%): Expository Essay (***benchmark pre-assessment for writing***)
2. **Writing Workshop** (15%): Personal narrative writing: Snapshot Moment/Reflection   *See description in curriculum unit document*
3. **Inquiry-based Performance Assessment** (15%): The Development of an Archetype
4. **Vocabulary** (10%): Cumulative MC Test

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)
These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).

Benchmark Pre-Assessment for Reading: Non-fiction text *(MC & OE responses paired with visual text =0%)*

TEXTS:
o   **Anthology***: Elements of World Literature*, Holt
      Myths & Folktales*:* "How the World Was Made," "Coyote and the Origin of Death," "Theseus," "Flood Myth," "Genesis: Adam & Eve," Selections from the "Vedas"
o   **Short Stories –** "Fish Cheeks (Tan); "Independence" (Tzu); "Among Strangers" (Dibia), "Honor of a Woman" (Kawa), "Homeless" (Adagha), "Half a Day" (Mahfouz)
o   **Novels --** *Siddhartha* (Hesse); *The Alchemist* (Coelho)
o   **Poetry –** "Ozymandias" (Shelly), "Gilgamesh." "Dear Grandma" (Yamazawa)
o   **Ted Talks – "**East vs. West – The Myths that Mystify" (Pattanaik); "Curating Humanity's Heritage" (Lindsey) & Interactive Creation Myth Map: http://www.bigmyth.com/

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
• Why does an author include specific details in a passage? • 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? • Why does the hero/villain archetype persist and what do they symbolize?	• How does a writer best communicate personal experiences? • What is the importance of structure in writing? • How does engaging in the writing process improve the quality of writing overall? • How does a writer use specific language/diction to create imagery/character?	• How do we effectively discuss themes and craft to create better understanding of literature, ourselves, and our world? • How can we synthesize views to achieve consensus in collaborative discussions?	• How does word choice affect a writer's message? • Which literary and rhetorical devices best support personal narrative writing? • How does connotation affect meaning? • How does paralleism help achieve purpose?

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
Key Ideas & Structure **Close Readings/Annotations** **RL.12.1-2/RI12.1-2 – Theme/Central Idea**: Analyze contributing factors to its development; cite textual evidence to support such analysis; analyze thematic connections in literature studied **RL.12.4 Tone:** Analyze word choice **RL.12.5 Text Choices:** Beginnings & Endings of Narratives **RL.12.6 – Point of View:** Analysis of cultural perspective & values indirectly portrayed through use of devices such as irony, satire, understatement **RI.12.6 – Author Purpose/Choices:** Analysis of how author's use of style to produce powerful narrative **Irony**: Identify its use and analyze its effect on development theme/central idea. **Imagery**: Evaluate its effect on portrayal of events, setting, & characters. **Archetypes & Symbolism**: Evaluate its contributions to theme development.	Text Types & Purposes **W.12.3 a-e -- Narrative Writing:** Reflecting on and describing a personal incident that defines one's personal identity; focus on story opening, closing & pacing. *Writing Workshop*: Use mentor text essays to note structure of narrative writing to capture personal moments; use notebooks entries to make connections among texts in this unit; writing may reflect. Include figurative language and devices; demonstrate effective use of sentence structure & word choice **W12.4, W.12.5, & W.12.6 --** Write, revise, and edit a rough draft for content and organization, grammar and mechanics. **W.12.10 --** Portfolio Reflections **Research to Build & Present Knowledge** **W.12.9** -- Use evidence from readings to support literary analysis	Comprehension & Collaboration **SL.12.1a & b – Review of Socratic Seminar Procedures**: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions. **SL.12.1a -- *Mini- Seminars:*** Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze the development of archetypes and how fiction reflects culture/society **SL.12.1 a-d, SL.12.4 -- *Full-class* Socratic Seminar:** Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals	Conventions of Standard English **L.12.1, L.12.2, L.12.3** -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of literary devices; Demonstrate use of **hyphens**. Knowledge of Language **L.12.3a** -- Revise for content, organization, and word choice; vary syntax
Range of Reading RL.**12.10** **Poetry** **Short Stories** **Novels** **Mentor Texts:** Personal Moments/Non-fiction ***Independent Reading Choice:** Annotate for elements/devices studied in class; emphasis on archetypes.	Range of Writing **W.12.10** Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations	Presentation of Knowledge & Ideas **SL.12.4** Refer to text to support presentations of original ideas and personal perspectives in group discussions, including Socratic Seminar. ***See curriculum document for possible seminar topics , texts, questions***	Vocabulary Acquisition & Use **L.12.4, L.12.5, L.12.6** Use context clues to determine meaning; understand nuances of words; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

TIER 2 WORDS						TIER 3 WORDS
Sumptuous	Cavort	Primordial	Charlatan	Ephemeral	Gregarious	Archetype
Convivial	Glean	Rudiments	Insatiable	Felicitous	Cognizant	Myth
Fatuous	Inane	Rife	Omnipresent	Illusory	Ethereal	Culture
Litany	Pedantry	Progeny	Taciturn	Misanthrope	Innate	Folktale
Obsequious	Refulgent	Banal	Devious	Macabre	Manifest	Bias
Ebullient	Fetish	Credence	Murky	Tyro	Visionary	Origin Story
Engender	Impeccable	Embellish	Nefarious	Foible	Aperture	Motif
Deign	Ghoulish	Genesis	Stratagem	Penitent	Iniquity	Pacing
Inviolable	Behemoth	Defunct	Mundane	Eclectic	Ardent	Thread
Epicurean	Hallow	Bucolic	Neophyte	Jocular	Onerous	Reflection

Table of Contents

Black Horse Pike Regional School District Curriculum Template ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: World Literature

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: English 4 & 4A:Unit 1 The Origin of Stories **Grade Level(s):**12th grade: General Academic & Accelerated Levels	**Unit Summary:** This unit addresses the origins of literature and stories along with archetypes and hero characteristics that are present in modern literature. It is designed to assist students in learning to connect to and analyze cultures through literature as well as develop research and writing skills as it relates to genre studies. The unit emphasizes the understanding of cultures through epics and myths and the use of storytelling techniques through student centred inquiry. There will be additional emphasis on writing using imagery and anecdote, as well as writing about oneself to communicate a single idea through storytelling techniques such as pacing, introductions and closings.
Essential Question(s): - What themes/values are common to all cultures? - How can understanding an author's use of symbols and archetypes help identify the author's purpose in writing? - How does a writer best communicate personal experiences? - What is the importance of structure in writing - How does engaging in the writing process improve the quality of writing overall. - How can quality research strengthen writing	**Enduring Understanding(s):** <u>Reading Literature:</u> · Themes, heroes, and archetypes in literature are universal and, generally, transcend culture and history. · Understanding the past is crucial to living responsibly in the present and planning for the future. · Literature provides an essential tool in understanding issues of global importance. · Annotating a literary work can further understanding and the ability to determine relevance of a complex literary work and generate questions and a deeper understanding. · Symbols help to communicate common themes and experiences. · Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society · Readers develop a deeper understanding of literature through reflection of text. · Understanding a text's structure helps one understand its meaning. <u>Reading Informational Text:</u> · Forming insightful opinions about literature, history, and present day issues requires a well-rounded understanding of past and present cultures. · Human experiences connect cultures and people. · Expanding our vocabulary will result in improved reading comprehension. Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures. <u>Writing:</u> · 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. · 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**.** **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

Learning Target	NJCCCS or CCS
Reading Literature:	**1.** RL. 12.1, 10
1. Interpret literature and cite textual evidence to support understanding.	**2.** RL.12.7, 10; RL.10.9
2. Evaluate, through literature, how ancient literary texts can be used to understand how ancient cultures are connected to their contemporary counterparts	**3.** RL.12.2
3. Critically read, analyze, and interpret fictional texts in terms of cultural connections.	**4.** RL.12.6, 10; L.12.6
4. Identify archetypes in literature and relate them to understanding of cultures in ancient and modern literature.	**5.** RL.12.7, 10
5. Compare non-fictional historical documents to literature from a variety of cultures to recognize universal cultural motifs and themes.	**6.** RL.12.7
6. Evaluate the connections among works of art, literature and music that depict historical, legendary, or contemporary heroes.	**7.** RL.12.3, 6; L.12.6
7. Apply knowledge of archetypes and heroes from other cultures and synthesize with the qualities of today's heroes.	**8.** RL.12.2; L.12.6
8.Compare and contrast archetypal themes that link ancient and modern texts.	**9.** RL.12.3,4
9. Analyze and evaluate text in order to determine author's intent and meaning.	
Reading Informational Text:	
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
Writing	
18. Compose a personal narrative that contains imagery and specific details.	
19. Imitate narrative structure of a text.	
20. Develop and strengthen writing through the writing process (reflection, drafting, outlining) and experimentation with style and structure.	**18.** W.12.3-6
	19. W.12.3
Speaking and Listening	**20.** W.12.5, 10
22. Apply literary context in discussions of corresponding historical and literary works.	
23. Present personal views with textual support in Socratic Seminars, class discussions, and small groups.	
24. Listen actively and respond thoughtfully during collaborative discussions and Socratic seminars.	**22.** SL.12.4, 6
25. Pose questions to clarify and extend discussion.	**23.** SL.12.1a-d,6; RL.12.1; RI.12.1
	24. SL.12.1d, 6
	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

Interdisciplinary Connections:

History: ancient cultures, political and cultural distinctions **Music/art:** cultural representations of archetypes throughout history

Students will engage with the following text:

Myths and Folktales
"How the World Was Made;" "Coyote and Origin of Death;" "Theseus;""Flood Myth;" "Genesis: Adam and Eve;" selections from the "Vedas"

POETRY:
- Ozymandias - (Shelly)
- Gilgamesh
- Dear Grandma (Yamazawa)

Non-Fiction
The Psychology Behind Superhero Origin Stories (Rosenberg)

Short Stories:
- Fish Cheeks (Tan)
- Independence- (Tzu)
- Among Strangers (Dibia)
- Honor of a Woman (Kawa)
- Homeless (Adagha)
- Half a Day- (Mahfouz)

NOVELS: Siddhartha (Hesse), The Alchemist (Coelho)

Online Resources:
- Interactive Creation Myth Map: http://www.bigmyth.com/
- What Makes a Hero: http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler

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

TED TALKS:
- East vs. West -- the myths that mystify (Pattanaik)
- Curating Humanity's Heritage (Lindsey)

ART:
- Cave Paintings of Sulawesi
- Queen Zenobia Addressing Her Soldiers
- Comic Book Art: Infinity War Cover Art (Starling)

INDEPENDENT READING: Students choose fiction or nonfiction texts to read; see independent reading for options

WRITING WORKSHOP: Students will engage in the writing process for the following assignment. Included are mentor text titles.

Writing Workshop: Portfolio Collection
      Genre: Personal narrative/college essay/ "snap-shot" moment with reflection)
      Skill Focus:(Story pacing, intro and closing)
- Writers Notebooks: topic brainstorm, movable storyboards, slow down and speed up moments, attention getting leads/beginnings, "bookending" lead and closing

Reader's Response to Literature:
- Annotations
- Reader's Notebooks: reading logs, responses to open-ended questions; summaries

Reflection : Writer's choices during narrative, performance on summer reading essay and/or benchmark open ended response question

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

Primordial	Charlatan	Ephemeral	Gregarious	Ous	Archetype
Rudiments	Insatiable	Felicitous	Cognizant	cede	Myth
Rife	Omnipresent	Illusory	Ethereal	Gen	Culture
Progeny	Taciturn	Misanthrope	Innate	De	Folktale
Banal	Devious	Macabre	Manifest	Pro	Bias
Credence	Murky	Tyro	Visionary	Dict	Origin Story
Embellish	Nefarious	Foible	Aperture	port	Motif
Genesis	Stratagem	Penitent	Iniquity	Ject	Pacing
Defunct	Mundane	Eclectic	Ardent	Tract	Thread

Bucolic	Neophyte	Jocular	Onerous	Vert	Reflection

INDEPENDENT READING – Options with curriculum connections

Student choices: focus on collections of short stories
Possible Choices: (That Thing Around Your Neck (Adachi); Interpreter of Maladies(Lahiri); The Company of Heaven (Kittwell)

SOCRATIC SEMINAR – Possible Topics and Texts

Topics: What makes a good story? How do storytellers structure a story to be effective? How do archetypes impact stories? How as stories influenced by culture?

- The Clues to a Great Story(Stanton)
- We Are the Stories We Tell Ourselves (Kapur)
- Juggling and Jesus (Ryan)
- Selections from Siddhartha (Hesse)

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: Development of literature, hero cycle and quest, archetypes, pacing, annotation, developing powerful introductions and closing
- Cornell Notes: on myths, archetypes, background on individual works, purposes of a college essay
- Socratic Seminar: Whole class discussion; small group discussion leading to the answer of an essential question

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
- Vocabulary in Context: attaching words to texts and using them to describe/reflect/question texts
- Writing Workshop Conferences: personal narrative writing, narrowing a topic, pacing a story, selecting well crafted introductions and closing
- Reader's/Writer's Notebooks responses: cultural connections, archetypes, writing/revising myth, peer review
- Socratic Seminar: Questioning and discussing different myths for significance and connections and reflecting on the quality of the discussion (see socratic seminar topics above)
- Independent Reading -- Book talks/ Literature Circles: on independent reading options; myths, folktales, historical texts; cultural connections

Individual Assignments:

•	Reader's/Writer's Notebook: article-of-the-week (Kelly Gallagher), cultural connections, archetypes, writing/revising myth, personal responses to literature, daily writing
•	Vocabulary Work in Context
•	Inquiry Project scaffolding: Practice locating and analyzing research for bias
•	Independent Reading: Blogging as a class or individualy using blogger.com or edmoto
•	Writing Workshop Assignments: Regular writing that will be collected in and reflected on in the portfolio (brainstorming, trying different methods of introductions and closing, movable storyboarding, pacing choices)
•	Socratic Seminar: preparation and annotation of text, opening-question response, reflection, evaluation of partner

Technology:

•	Use of SmartBoard, projector, Powerpoint, 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 presentation programs during student led class presentations
•	Use of blogging programs and websites

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 student's 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
- Portfolio Narrative Writing: College Essay/Personal Narrative
- Narrative Reading: Benchmark assessment

Accommodations/Modifications:

As needed, based on student's needs.

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.
Bloom's Levels: Applying, Analyzing, Evaluating, Creating

- **Inquiry Based Performance Assessment:**

Skill Focus: Quality of research, development of higher order inquiry question

Task: Student developed question about a specific archetype (significance over time, reflection on specific culture, how/why it has or has not evolved)

As a group: Answer the question in lecture to class (class responds with questions to the group)

As an Individual: Create soundtracks to reflect the answer (accompended written explanation)

Accommodations/Modifications:

As needed, based on student's needs.

Black Horse Pike Regional School District Curriculum Template

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

Course Name:

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: English 4 & 4A **Unit 2: Explaining the story of conflict through the Past, Present, and Future**	**Unit Summary**: This unit addresses the effects of conflict and the impact that it has on the individual as well as the society through its depiction in literature, as well as the importance of remembrance and understanding of past conflicts. The unit encourages students to understand archetypes, character development, and themes in world literature. Additionally, this unit will focus on student growth through literary analysis, building on writing skills, developing outlining methods, and evaluating sources
Grade Level(s):12th grade: General Academic & Accelerated Levels	
Essential Question(s): ● How do feelings of human alienation influence human behavior? ● How do multiple themes permeate a work of literature? ● How does asking questions while annotating a text aid in writing literary analysis? ● How do peer discussions enhance learning? ● What themes/values are common to all cultures?	**Enduring Understanding(s):** **Reading Literature:** · Themes in literature are universal and, generally, transcend culture and history. · One's identity is shaped by cultural values, judgments, and social mores. · 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. **Reading Informational Text:** · Forming insightful opinions about literature, history, and present day issues requires a well-rounded understanding of past and present cultures. · 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 society. · Expanding our vocabulary will result in improved reading comprehension. **Writing:** · Annotating a literary work can aid in written analysis. · 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. · 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

Learning Target	NJCCCS or CCS
Reading Literature:	**1. RL.12.9**
1. Critically read, analyze, and interpret historical and fictional texts in terms of cultural connections from past to present	**2. RL.12.9, W.12.9a**
	3. RL.12.2
2. Analyze common themes in literature and express, in writing, cultural commonalities in remembering the past	**4. RL.12.6-7,9**
	5. RL.12.2
3. Compare fictional and non-fictional historical documents about human rights and war to literature from a variety of cultures.	**6. RL.12.1**
	7. RL.12.1-3
4. 4. Evaluate the relevance of works of art, literature and music that depict historical or contemporary conflicts.	**8. RL.12.3-5**
	9. RL.12.4, 6
5. Analyze modern conflicts to find similarities to past cultures and texts.	**10. RL.12.6**
6. Cite specific textual evidence to support and interpret conclusions drawn from texts.	**11. RL. 12.3**
7. Summarize the main ideas in literature and correlate them to cultural movements, personal experiences, and contemporary issues found in comparable texts.	
8. Analyze the author's point of view and its effect on the reader's understanding of cultural conflicts	
9. Examine works of art, literature, and music that depict the effects of war.	
10. Analyze the impact of imagery and figurative language on the tone and mood of a work.	
Reading Informational Text:	
13. Critically read, analyze, and interpret texts in terms of cultural connections from past to present	
14. Evaluate the relevance of works of art, literature and music that depict historical or contemporary conflicts.	**13. RI.12.9**
15. Compare historical documents about human rights and war to literature from a variety of cultures	**14. RI.12.6-9**
	15. RI.12.2
	17. RI.12.1, 4-6, 10
	18. RI.12.1-3
17. Analyze and evaluate text in order to determine author's intent and meaning.	**19. RI.12.6; L.12.3a**
18. Identify main ideas and cite textual evidence to support analysis.	**20. RI.12.7-9**
19. Identify and analyze how authors influence readers and shape meaning through the use of rhetoric	
20. Analyze historical significance of documents; evaluate representations of subjects in various forms; identify and analyze reasoning	
Writing:	
21. Analyze a fictional text to trace the author's development of theme.	
1. Compare and contrast two works about war describing how point of view	

can distort the facts/ ideas of war. 2. Employ the writing process in an analytical essay.	**21. W.12.2, 4-6, 9-10** **22. W.12.2**
Speaking and Listening: 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.** **Language:** 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.**	**25. SL.12.4, 6** **26. SL.12.1a-d,6; RL.12.1;** **RI.12.1** **27. SL.12.1d, 3, 6** **28. SL.12.1c, 6** **29. L.12.2** **30. L.12.5; RL.12.6** **31. L.12.4-6; RL.12.4;** **RI.12.4** **32. L.12.1-2**

Interdisciplinary Connections:

History: ancient cultures, political and cultural distinctions
Music/art: cultural representations of archetypes throughout history

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Students will engage with the following text:

World Literature- suggested works: "From 'The Iliad'" "In the Shadow of War"

Elements of Literature 4th Course- suggested works: "Born on Fourth of July", "The Media and the War", "The War Escalates", "Evacuation Order #19", "Where Have You Gone, Charming Billy", "For the Third Time"

Poetry:
- **"Dolce Et Decorum Est" (Owen)**
- **"Resurrection" (Garity)**
- **"Poem Postmarked from the Middle East" (Hameedi)**

- **Waiting for the Barbarians (Cavafy)**
- **"Diameter of a Bomb" (Amichai)**
- **"The End and the Beginning", "In Praise of Feeling Bad about Yourself" (Szymborska)**
- **Yusef Komunyakaa**

Mentor texts:
- **Any current events covering violation of human rights or genocide in the world (especially Darfur and other areas in and around the Sudan)**
- **"The Lament for Enkidu" from Gilgamesh**
- **"The War" (Pirodello)**
- **"How to Tell A True War Story"**
- **"Guests of a Nation**
- **"Build the Ground Zero Mosque or Else" Washington Times, Sept 11, 2010**
- **"No Room for Mosque at Ground Zero" Marshall Independent, Aug. 25, 2010**
- **"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**

NOVELS:
- **Long Way Gone**
- **Purple Hibiscus**
- **One-Hundred and One Nights**
- **The Things They Carried**
- **In Country**
- **Night**
- **Kite Runner**

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 (Foreword by Elie Wiesel)**
- **Read excerpts from: "A Rumor of War" (Caputo),**
- **"Where Men Win Glory" (Krakauer),**
- **" A Bright Shining Lie" (Sheehan),**
- **"The Good War" (Terkel),**
- **"War" (Junger)**
- **"A Long Way Gone" (Beah)**
- **Patriots (Appy)**

ART:
- **Fifty Days at Illiam (Twombly)**
- **Street Art (Banksy)**
- **Guernica (Picasso)**

Ted Talks:
- Why Veterans Miss War
- When a Reporter Becomes the Story

WRITING WORKSHOP: **Students will engage in the writing process for the following assignment. Included are mentor text titles.**

Writing Workshop: literary analysis essay that documents primary and secondary sources
Skill Focus: developing outlining methods; transitions appropriate to structure, editing for wordiness
- **Writers Notebooks: Analytical essay topic exploration (brainstorm), lead and closing try-outs, varied methods of outlining (movable outlines, webs,fishbone), editing sample or own writing to eliminate wordiness**

Mentor Texts:
- **"Why Men Love War"**
- **" (Im)Morality of America's Drone War" (Pitts)**
- **"Why Men Love War"**

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

VOCABULARY: **Students will engage in focused study of the following words as they are embedded in reading and writing instruction.**

Acquisitive	Evince	Effrontery	Furtive	circum	Conflict
Arrogate	Feckless	Bestial	Garish	belli	Contrast
Carping	Utopian	Allay	Arrant	auto	Compare
Insatiable	Bastion	Testy	Exacerbate	hyper	Thesis
Intransigent	Concord	Surveillance	Slough	leg	Analysis

Invidious	Disarray	Effigy	Acclamation	mem	Interpret
Accost	Reconnaissance	Depraved	Collusion	morph	Evaluate
Incendiary	Intransigent	Nettle	Mandate	multi	Morality
Sacrilege	Maelstrom	Frenetic	Decimate	non	Humanity
Decry	Pejorative	Eulogy	Raze	oper	Synthesis

Tier 2
Root, prefixes, suffixes
Tier 3

INDEPENDENT READING – Options with curriculum connections

Connections: Each novel delves into internal and personal conflict as well as examining the thematic concept of identity

- **Things They Carried**
- **Purple Hibiscus**
- **One-Hundred and One Nights**
- **Long Way Gone**

SOCRATIC SEMINAR – Possible Topics and Texts

Possible Essential Questions/Topics: Why do men go to war; can war ever be stopped; how do different cultures view war
- **The Archetypal Roots Of War: Understanding the patterns in our minds may lead to an end to war (Hoyte)**
- **"Why Do Men Go to War"**

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:** Development of literature, hero cycle and quest, archetypes, pacing, annotation, developing powerful introductions and closing
• **Cornell Notes:** on myths, archetypes, background on individual works, purposes of a college essay
• **Socratic Seminar:** Whole class discussion; small group discussion leading to the answer of an essential question

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:** questioning the text (groups of texts) for analysis
• **Vocabulary in Context:** attaching words to texts and using them to describe/reflect/question texts
• **Writing Workshop Conferences:** personal narrative writing, narrowing a topic, pacing a story, selecting well crafted introductions and closing
• **Reader's/Writer's Notebooks responses:** responses to art or poetry; reflection on portfolio writing
• **Socratic Seminar:** Questioning and discussing texts for significance and connections and reflecting on the quality of the discussion
• **Independent Reading -- Book talks/ Literature Circles:** on independent reading options in the classroom or online blogs

Individual Assignments:

• **Reader's/Writer's Notebook:** article-of-the-week (Kelly Gallagher), cultural connections, archetypes, writing/revising myth, personal responses to literature, daily writing
• **Vocabulary Work in Context:** student generated definitions
• **Inquiry Project scaffolding:** Developing a annotated bibliography and works cited for portfolio essay which includes current and non-biased sources
• **Independent Reading:** Blogging as a class or individualy using blogger.com or edmoto
• **Writing Workshop Assignments:** Regular writing that will be collected in and reflected on in the portfolio (brainstorming, trying different methods of introductions and closing, movable storyboarding, pacing choices)
• **Socratic Seminar:** preparation and annotation of text, opening-question response, reflection, evaluation of partner

Technology:

- **Use of SmartBoard, projector, Powerpoint, 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 presentation programs during student led class presentations**
- **Use of blogging programs and websites**

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.**

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

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:

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**
- **Portfolio Writing: Literary analysis essay that documents primary and secondary sources**

Accommodations/Modifications:

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.
Bloom's Levels: Applying, Analyzing, Evaluating, Creating

- **Inquiry Based Performance Assessment:**
Skill Focus: Selection of research; thorough answer to student generated question; ability to support answer
Task: Student developed question about how/in what way a various art form represents the nature of a specific form of conflict (How do modern artists depict internal conflict differently than Renaissance artists?; how does a specific color represent different types of internal and external conflict depending on the culture?; In what way is the conflict of man versus nature present in street art?)
As a group or individual: Answer the question in the form of a "gallery" of artwork that proves the student's answer (claim)

Accommodations/Modifications:

Black Horse Pike Regional School District Curriculum Template

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

Course Name:

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 3: Uncovering the story of Identity Grade Level(s):	**Unit Summary**: In this unit, students will apply their researching skills to formulate a multigenre research project that seeks to answer a student formulated question. Additionally, Students will use a variety of texts and mediums to explore issues of social justice from a global perspective through the lens of gender, race, and social class. The goal is for students to better understand the existence of a larger global community.
Essential Question(s): **Reading Literature:** Why does an author include or omit specific details in a passage? How does organizing the results of my research help me to determine the appropriate Presentation format for my task and audience? How does a writer use specific language/diction to establish their point? How can text structure	**Enduring Understanding(s):** **Reading Literature:** · 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. **Reading Informational Text:** · 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.

influence meaning and clarity, as well as audience and purpose in a genre? **How do peer discussions enhance learning?**	· In research organization is critical to the acquisition, application, and evaluation of information. · Effective communication relies on the purposeful use of information in a format appropriate to the task and the audience. · 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. **Writing:** · 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. · Students learn a great deal by sharing their writing with others and by participating in peer editing and revision activities. · Different genres have different structures and conventions. · The key to quality writing is to know audience and purpose. · 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. **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. **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

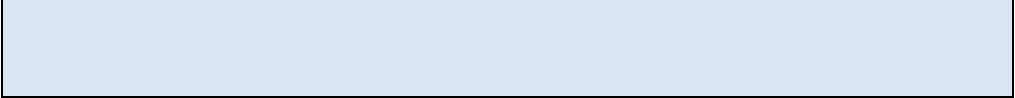| Learning Targets	NJCCCS or CCS
Reading Literature:	**1. RL. 12.1, 10; L.12.5**
1. Interpret literature and cite textual evidence to support understanding.	**2. RL.12.6, 10; L.12.6**
2. Critically read, analyze, and interpret fictional texts in terms of larger global connections.	**3. RL.12.7, 10**
3. Synthesize non-fictional documents with literature for a variety of purposes.	**4. RL.12.7**
4. Evaluate the connections among works of art, literature, and music that relate to research topic.	**5. RL.12.3, 4, 9**
5. Analyze and evaluate text in order to determine author's intent and meaning.	**6. RL.12.5, 10; L.12.6**
6. Identify the characteristics of different genres and analyze their impact.	**7. RL.12.3**
7. Analyze the relationship between the structure of genre and the development of an idea.	**8. RL.12.2-4, 10**
8. Identify and evaluate how the elements and structures of text construct meaning.	**9. RL.12.3, 5-6**
9. Evaluate effectiveness of a genre for a specific purpose.	
Reading Informational Text:	**16. RI.12.1-3**
16. Summarize the main ideas in texts and correlate them to cultural movements, personal experiences, and contemporary issues found in comparable texts.	**10. RI.12.7, 10; W.12.7-9**
10. Establish a focus for research and design a research plan to answer a specific question.	**11. RI.12.7, 10 W.12.7-9**
11. Access multiple sources, including scholarly articles, using a variety of research tools.	**14. RI.12.7; W.12.7-9**
14. Compile appropriate information from academic sources.	**15. RI.12.2, 10**
15. Effectively summarize a text.	**16. RI.12.7, 10**
16. Evaluate the accuracy and usefulness of information.	**17. RI.12.1, 5**
17. Determine a central idea of a text and analyze its development throughout the text.	**18. RI.12.3, 5, 10**
18. Analyze how ideas build on one another to provide a complex analysis.	**19. RI.12.7; W.12.7-9**
19. Assemble, convey, and synthesize evidence in support of the thesis.	**21. RI.12.7**
21. Review MLA format for composing Works Cited.	
Writing:	**22. W.12.1-3**
22. Imitate structure of a text when composing genres.	**23. W.12.5, 6, 10**
23. Develop and strengthen writing through the writing process and experimentation with style and structure in writers' notebooks and online.	**25. W.12.1a**
25. Compose a concise and effective thesis statement and clarity of idea.	**26. W.12.7**
26. Sufficiently narrow the topic.	**27. W.12.1b,2b**
27. Build support for a thesis with well-articulated evidence	**28. W.12.4**
28. Use the appropriate tone in writing.	**29. W.12.2c**
29. Develop voice for a designated purpose, audience, and context.	**30. W.12.1b**
30. Create a structure appropriate to a specific purpose, audience, and context.	**31. W.12.5**
31. Anticipate and address multiple viewpoints.	**33. W.12.8**
33. Summarize, paraphrase and quote primary source and secondary source reading.	**34. W.12.1a, 2a, 3a, 10**
34. Experiment with writing from multiple points of view.	
Speaking and Listening:	**38. SL.12.4**
38. Actively listen during collaborative discussions.	**39. SL.12.3**
39. Participate in student-to-teacher, student-to-student, and group verbal	**40. SL.12.5**

interactions by asking relevant questions and responding to questions with appropriate information. 40. Make use of digital media in creating and/or presenting research. **Language:** 41. Write in a tone appropriate to purpose and audience. 42. Evaluate the credibility of sources, compare and contrast perspectives by note taking, summarizing, and paraphrasing. 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. 45. Edit and revise writing for proper grammar, usage, diction, and syntax.	41. W.12.2d,e; L.12.1,2,3 42. W.12.2f 44. W.12.2f 45. W.12.2f

Interdisciplinary Connections:

The research project and synthesis essay require students to select a topic and conduct/utilize research from subjects such as: history, art, music, politics, current events

Students will engage with the following text:

Non-fiction documents **"Twisted Views on Flaunting Gay Identity" (Pitts)** **Poetry:** •   **"Ten Responses to the Phrase Man up" - Guante** •   **"Oreo" - Tucker Bryant** •   **"A Letter to the Girl I used to Be" - Ethan Smith** •   **"On Learning American English" - Pages Matam** **Short Stories:** •   **Girl (Kincaid)** •   **Kaffir Boy (Mathabane)** •   **Stolen Party (Hecker)** **Ted Talks:** •   **Danger of a Single Story** •   **Stories of Who Does not Belong (Cook)**   **Art:** •   **Soft Self-Portrait (Dali)** •   **The Wounded Deer (Kahlo)** •   **Women of Allah Series (Neshat)**

WRITING WORKSHOP: Students will engage in the writing process for the following assignment.
Included are mentor text titles.

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.

The Multi- Genre Inquiry Project: Must utilize a minimum of 5 sources.
Students focus their project question on some aspect of their identity (career, race, religion, gender, etc.)

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

Mentor Texts

Requirements for English 4A: 7 genres; 1,500 words; at least one from each group: narrative, expository, persuasive, poetry,
and visual
Requirements for English 4: 5 genres; 1,000 words; Students can choose genres; one from each group: narrative, expository, persuasive, poetry, and visual

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 respons

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

Substantiate	Sophistry	Pertinacious	Fraught	Anti	Credibility
Emulate	Reputed	Allege	Peremptory	Dys	Genre
Tenable	Abject	Conciliate	Irreparable	Fore	Source
Mordant	Complicity	Countermand	Interpolate	Retro	Expository
Delineate	Equity	Irrefutable	Abstruse	San	Narrative
Garner	Perspicacity	Paucity	Belabor	Trans	Visual
Myopic	Indictment	Recant	Germane	Uni	Persuasive
Overt	Indubitable	Calumniate	Invidious	Sum	Poetry
Incarcerate	Indigent	Paltry	Propriety	Semi	Social Justice
Idiosyncrasy	Inordinate	Vacillate	Summarily	Sect	Classism

Tier 2
Root, prefixes, suffixes
Tier 3

INDEPENDENT READING – Options with curriculum connections

Student choices: focus on non-fiction novels that delve into issues of identity: The Liars' Club (Karr); The Glass Castle (Walls); Running with Scissors (Burroughs); My Forbidden Face: Growing Up Under the Taliban (Latifa)

SOCRATIC SEMINAR – Possible Topics and Texts
- Each also can be used as mentor text for writing workshop skills

Topics: Who/ What shapes our identity; what creates class distinction; how is our perception of the world shaped by our own identity
Texts: "Girl (Kincaid); Kaffir Boy (Mathabane);Stolen Party (Hecker)

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: Annotation to find connections in a text, developing genres, defining and locating text features in genres**
- **Cornell Notes: on elements of genres**
- **Socratic Seminar: Whole class discussion; small group discussion leading to the answer of an essential question**

 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: questioning the text (groups of texts) for analysis**
- **Vocabulary in Context: attaching words to texts and using them to describe/reflect/question texts**
- **Writing Workshop Conferences: supporting previously developing skills of brainstorming, outlining, structuring writing as well a mimic text features of specific genres**
- **Reader's/Writer's Notebooks responses: responses to art or poetry; reflection on genre project writing**
- **Socratic Seminar: Questioning and discussing texts for significance and connections and reflecting on the quality of the discussion**
- **Independent Reading -- Book talks/ Literature Circles: on independent reading options in the classroom or online blogs**

 Individual Assignments:
- **Reader's/Writer's Notebook: article-of-the-week (Kelly Gallagher), cultural connections, archetypes, writing/revising myth, personal responses to literature, daily writing**
- **Vocabulary Work in Context: student generated definitions**
- **Inquiry Project scaffolding: taking credible sources and annotated bibliography to create thorough endnotes; peer-editing for stylistic choices (repetition for effect, use of italics and quotes to establish tone, word choice to reflect tone)**
- **Independent Reading: Blogging as a class or individualy using blogger.com or edmoto**
- **Writing Workshop Assignments: Regular writing that will be collected in and reflected on in the portfolio (brainstorming, trying different methods of introductions and closing, movable storyboarding, genre choices)**
- **Socratic Seminar: preparation and annotation of text, opening-question response, reflection, evaluation of partner**

Technology:

- **Use of SmartBoard, projector, Powerpoint, 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 presentation programs during student led class presentations**
- **Use of blogging programs and websites**

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:

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**
- **Updates and reflections added to writing portfolio on multi-genre project**
- **Final Reading Benchmark: Narrative and informational text, multiple-choice and open-ended**

    Accommodations/Modifications:

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.
Bloom's Levels: Applying, Analyzing, Evaluating, Creating
- **Multi-genre Research Paper (see "Students will write" for more details)**

Comment [2]: I don't think we should add more since this counts as 2 test grades

Comment [3]: I agree.

    Accommodations/Modifications:

Black Horse Pike Regional School District Curriculum Template

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

Course Name:

Course Number:

PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Uncovering the Untold Story	**Unit Summary**: **This unit addresses the history and development of drama, relating works to the themes presented in other units and bringing students back to the ideas of storytelling. This unit will act as a culmination of all of the techniques and elements of writing that have been emphasized throughout the year.Students will work to construct their own development of character and the use of dialogue as well as storytelling elements and techniques to create characters, themes, and a story of their own.**
Grade Level(s):	
Essential Question(s): · **How do plays reflect the human experience?** · **How are characters developed?** · **Why do people write about themselves and how do they communicate experiences?** · **How does a dramatic reading help convey personality and motivations?** · **How does a writer use specific language/diction to create imagery and/or character?**	**Enduring Understanding(s):** **Reading Literature:** · Drama provides an essential tool in understanding human behavior. · Characters are developed through dialogue, actions, and description. · Themes in drama are universal and, generally, transcend culture and history. · Theme is developed through characterization, setting, plot, and symbols. · An author's choices in diction and imagery affect a reader's interpretation **Reading Informational Text:** · 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. **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. **<u>Language:</u>** · 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

Learning Target	NJCCCS or CCS
Learning Target	**1. RL. 12.2, 10**
Reading Literature:	**2. RL.12.2-3, 10**
1. Analyze the theme of a play.	**3. RL. 12.3-4, 6**
2. Apply knowledge of characterization techniques in a play to determine theme and relevance.	**4. RL.12.5**
3. Analyze character speech and actions to identify his or her traits and motivations in a play.	**5. RL.12-1-3, 5**
1. Analyze the effectiveness of the dramatic structure.	**6. RL.12.1, 4, 10 ; L.12.5a**
2. Identify and explain how selected passages contribute to the work as a whole.	**7. RL.12.7, 10**
3. Explain the meaning of recurring images, symbols, and metaphors in the text.	
7. Analyze multiple interpretations of a drama.	
	8. RI.12.1, 10
Reading Informational Text:	**9. RI.12.1, 6**
8. Articulate the characteristics of dramatic comedy and tragedy and identify elements in the literary selections read.	**10. RI.12.1-4, 9; RL.12.9**
9. Analyze and evaluate text in order to determine author's purpose.	**11. RI.12.5**
10. Critically read, analyze, and interpret texts in terms of cultural connections.	
11. Analyze structure of memoir excerpts.	
	12. W.12.3-6
Writing:	**13. W.12.3b, d**
12. Compose a culminating project which utilizes a thematic pattern.	**14. W.12.3**
13. Develop narrative using specific details, imagery, and dialogue.	**14. W.12.5, 10**
1. Imitate narrative structure of a text.	**15. W.12.4-5**
2. Develop and strengthen writing through the writing process and experimentation with style and structure in writers' notebooks.	
	17. SL.12.1, 3
Speaking and Listening:	**18. SL.12.1a-d**
17. Evaluate and discuss a character by interpreting dialogue.	**19. SL.12.1,3**
1. Express personal responses in a small group setting.	
19. Actively listen during collaborative discussions and Socratic seminars.	**21. SL.12.2, 4-6; RL.12.7; W.12.7-8**
21. Orally present culminating project which synthesizes ideas from the year in a visual and written format.	
	22. L.12.3
Language:	
22. Use a variety of sentence structures to manipulate tone.	**25. L.12.4-5; RL.12.4; RI.12.4**
1. Use diction and imagery to develop voice and tone.	

2. Edit and revise writing for content, organization, and word choice.	

Interdisciplinary Connections:

History: judicial system, civic responsibility, Greek history/development of literature and theater, dramatic competitions
Documentaries: Youtube The History of Theatre 1 From Ritual to Theatre and The History of Theatre 2 Development of classical Greek Tragedy
Music/art: - role of music in plays, the Greek Chorus, costumes and masks as art

Students will engage with the following text:

Non-Fiction
7 Reasons Why Theatre Makes Our Lives Better (SHALWITZ)
TRAGEDY AND COMEDY: WHY WE LOVE THEM, WHAT'S THE POINt (Barkat)

Short One-Acts
(get ideas from drama people)

Documentaries from:
http://shortoftheweek.com
Audio Slide Shows
http://www.nytimes.com/packages/html/nyregion/1-in-8-million/

Ted Talks
Photographing the Hidden Story (Lobo)

Poetry:

Dramas:
- **Brighton Beach Memoirs (Simon)**
- **Lysistrata**
- **Oedipus**
- **Hamlet**
- **Antigone**
- **12 Angry Men**

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

WRITING WORKSHOP: **Students will engage in the writing process for the following assignment. Included are mentor text titles.**

Writing Workshop: A series of quick writing assignments in their writer's notebooks to experiment with text features specific to informational writing: charts, graphs, diagrams, timelines; including sensory details in narration of documentary; editing for structural choices

Writing Workshop mini lessons and writing exercises: revision exercises centered around eliminating wordiness

Portfolio Assignment: Telling the untold story: documentary proposal (informational/ description); writing commencement speech

Mentor Texts: see students will engage in the following texts

Reader's Response to Literature: reading logs and annotations of texts studied in this unit
Open-ended responses on documentaries or other commencement speeches

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

Histrionic	Intermittent	Sporadic	Efficacy	Sci	Speaker
Esoteric	Travesty	Rebuff	Mesmerize	Rupt	Occasion
Figment	Felicitous	Asperity	Consign	Rid	Audience
Ignominy	Lackadaisical	Deprecate	Amenity	Quart	Purpose
overweening	Portend	Necromancer	Mutable	Put	Subject
Penchant	Imperturbable	Laconic	Dissidence	Pul	Hamartia
Ubiquitous	Redolent	Languish	Restive	Pre	Hubris

Derelict	Unremitting	Requite	Subsist	Nov	Anagnorisis
Diatribe	Cavil	Importune	Coherent	Micro	Chorus
Badinage	Luminous	Contrite	Eschew	Infra	Deus ex machina

Tier 2
Root, prefixes, suffixes
Tier 3

INDEPENDENT READING – Options with curriculum connections

Student choices: focus on informational texts: The Outliers (Gladwell); What Color is Your Parachute (Bolls); Why Zebras Don't Get Ulcers (Sapolsky); Stiff (Roach)

SOCRATIC SEMINAR – Possible Topics and Texts

- Each also can be used as mentor text for writing workshop skills

Topics: How does each text address the idea of an "untold story"; how does each writer/ speaker uses sensory details or story telling to highlight his or her point?

Texts: "Photographing the Untold Story" (Lobo); "This is Water" (Wallace)

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: Annotation to find connections in a text, defining and locating text features; different shot types (in the case of creating a documentary)
- Cornell Notes: on elements on shots
- Socratic Seminar: Whole class discussion; small group discussion leading to the answer of an essential question

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: questioning the text (groups of texts) for analysis
- Vocabulary in Context: attaching words to texts and using them to describe/reflect/question texts
- Writing Workshop Conferences: supporting previously developing skills of brainstorming, outlining, structuring writing
- Reader's/Writer's Notebooks responses: commentary writing on documentaries or commencement speeches
- Socratic Seminar: Questioning and discussing texts for significance and connections and reflecting on the quality of the discussion
- Independent Reading -- Book talks/ Literature Circles: on independent reading options in the classroom or online blogs

 Individual Assignments:
- Reader's/Writer's Notebook: responses to documentary shorts or commencement speeches
- Vocabulary Work in Context: student generated definitions
- Inquiry Project scaffolding: taking credible sources and conducting an interview (if applicable)
- Independent Reading: Blogging as a class or individualy using blogger.com or edmoto
- Writing Workshop Assignments: Regular writing that will be collected in and reflected on in the portfolio (brainstorming, trying different methods of introductions and closing, movable storyboarding)
- Socratic Seminar: preparation and annotation of text, opening-question response, reflection, evaluation of partner

Technology:

- Use of SmartBoard, projector, Powerpoint, 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 presentation programs during student led class presentations
- Use of blogging programs and websites

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 the student's individual 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)**
- **Informative (Planning) Writing: Documentary proposal; commencement speech proposal**

Accommodations/Modifications:

As needed, based on the student's individual 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 Inquiry Project:**

Inquiry Questions: How do we tell an untold story? Why are untold stories worth telling? How is the ending of a story the beginning of another?

- **Requirements: oral presentation, recorded "movie", reference to at least one text from the year (characters, themes, "big ideas," conflicts, etc . . .), rationale, annotated bibliography; 3 source works cited page**

Accommodations/Modifications:

As needed, based on the student's individual needs.