

## English Language Arts Curricular Philosophies

### **Vocabulary**

Vocabulary words will be identified (by students and teacher) in the context of the complex texts students will be reading. We will target [tier 2 words](#) and will utilize best practices in vocabulary instruction to ensure students' mastery of selected words ([Marzano's 6 step vocabulary process](#)). (Standards L.10-11.4, 5, 6 indicate that vocabulary acquisition should focus on inferring meaning from context, patterns, and nuances in word meanings.)

We will develop "live" word lists via Google Docs. Study of words in context will be supplemented by the English IV tier 2 word list and study of word roots/prefixes/suffixes.

### **Grammar**

Grammar will be taught in the context of the texts students are reading and materials they are writing. Grammar instruction will most often take the form of mini-lessons throughout the year, and will seek to address the skills/conventions detailed in the NJSLs for 12th graders.

The standards (L.11-12.1-3) indicate that students must demonstrate command of the conventions of English grammar and usage when writing or speaking, specifically (1) the understanding and application that usage shifts over time; (2) hyphen usage; (3) varied syntax. Additionally, the standards (L.11-12.4-5) place an emphasis on using context to understand and support a word's meaning, on the usage of patterns in word changes to identify shifts in meaning or parts of speech, on the interpretation of figures of speech (such as hyperboles and paradoxes), and on the analysis of nuances in meaning.

### ***Grammar addressed in the previous year's curriculum will be revisited and refreshed as appropriate for students' needs:***

The standards (L.9-10.1-2) indicate that students must demonstrate command of the conventions of English grammar and usage when writing or speaking, specifically use of parallel structure, use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing. The standards also indicate that students must demonstrate command of capitalization, punctuation (specifically, semicolon and colon usage), and spelling.

The standards (L.8.1) address the explanation of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; the ability to form and use verbs in active and passive voice, as well as in the indicative, imperative, interrogative, conditional, and subjunctive mood; the ability to recognize and correct inappropriate shifts in voice and mood. The standards (L.8.2.a-c) also address students' command of conventions of capitalization, punctuation, and spelling – specifically the use of punctuation (commas, ellipsis, dash) to indicate a pause or a break and the use of an ellipsis to indicate an omission.

The standards (L.7.1) address the explanation of the function of phrases and clauses in general and their function in specific sentences; choice among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas, and the placement of phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

### ***Research Staircase***

The **sixth grade** research curriculum will allow students to gather and synthesize information from several literary or informational texts in various media or text formats. Students will focus on a specific topic or question, will be able to determine credibility of sources, and will be able to accurately cite textual evidence in the form of a quoting or paraphrasing. Students will include bibliographic information and will present their findings in both formal and informal contexts throughout the year (i.e. orally, in written form, etc.).

The **seventh grade** research curriculum focuses on introducing students to inquiry and internet research, on fostering collaborative research skills with peers, on appropriately citing sources and creating “works cited” pages, and on the assessment of sources for credibility and quality.

The **eighth grade** research curriculum requires students to regularly put these skills into practice via short research assignments and projects across all units of study.

The **ninth grade** research curriculum requires students to regularly put the above skills into practice via short and sustained research assignments and projects across all units of study.

The **tenth grade** research curriculum requires students to regularly put the above skills into practice via short and sustained research assignments and projects across all units of study, culminating in a research paper (approximately 5 pages) that is paired with a unit of study.

The **eleventh grade** research curriculum requires students to regularly put the above skills into practice via short and sustained research assignments and projects across all units of study, culminating in a research paper (approximately 5 pages) that is paired with a unit of study.

The **twelfth grade** research curriculum requires students to regularly put the above skills into practice via short and sustained research assignments and projects across all units of study, culminating in a research paper suitable to skill level that is paired with a unit of study.

### ***General Practices***

- **Writing:** Students will engage in the writing process on a daily basis. Students will write across various genres and forms in each unit of study. Students will engage in

digital writing practices such as those made available through Google Apps For Education (collaborative note-taking, peer editing, etc.) as appropriate.

- o Our practice regarding writing by hand vs. writing digitally continues to evolve with changes in technology and updates in current research. Presently, both practices (digital and traditional writing) are considered different pedagogical tools that serve different purposes. (Digital writing via Google Docs is optimized for a collaborative writing process, provides more immediate feedback, and is aligned with the demands of PARCC; likewise, traditional, handwritten essay writing provides opportunities for deeper thinking in a traditional performance-based context -- still aligned with assessments such as the SAT and AP exams.)

- **Technology:** Chromebooks and digital tools will be used to enhance and transform students’ learning. Students will be asked to write collaboratively using GoogleDocs and TurnItIn, to both analyze and create multimodal texts using appropriate and evolving technologies, and to engage in open-ended inquiry on a regular basis.
- **Independent Reading:** Students are expected to engage in independent reading outside of class throughout the course of the year. This will be supported by ELA classroom libraries and by teachers’ individual plans for encouraging/incentivizing reading. The curriculum supports [Penny Kittle’s “Book Love” philosophy](#).
- **Instructional Strategies:** The English IV curriculum will be implemented via best practices and research-based instructional strategies. These strategies include, but are not limited to, small group work, Socratic circles, problem-based learning, and learner-centered pedagogy. Modeling will be leveraged to make the thinking process associated with high quality reading and writing explicit to students. The teacher will model high quality processes for his/her students, and will use collaborative classroom practices to shift the onus to students during “modeling” mini-lessons.

Core [Semester One] Modules	Optional [Semester Two] Modules
<i>Ancient Literature</i>	<i>Romanticism/ Realism</i>
<i>The Middle Ages</i>	<i>Cyrano De Bergerac</i>
<i>The Renaissance</i>	<i>A Doll’s House</i>
	<i>Water for Elephants</i>
	<i>Short Stories, such as How Much Land Does a Man Need</i>
	<i>Modern Literature/ Existentialism</i>
	<i>No Exit</i>

	<i>What Dreams May Come</i> <i>A Zoo Story</i> <i>Metamorphosis</i>
	<i>Pen to Screen (Apocalypse Now, Birdman, Room, Life of Pi, Slum Dog Millionaire)</i>
	<i>Public Speaking</i>
	<i>Women in Literature</i>

<b>Unit Name: Ancient Literature</b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● Oedipus</li> <li>● World Folk/Literary Myths</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>● The Iliad</li> <li>● Antigone</li> <li>● The Apology</li> <li>● Gilgamesh</li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>● A Hero with a Thousand Faces</li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Mythology is not unique to one culture but is common to all cultures.</li> <li>● Myths and folktales provide a means of explaining the unexplainable.</li> <li>● The diverse range and functions of religions across time and around the world.</li> <li>● Different cultures offer different opinions on the debate between fate vs. freewill.</li> <li>● The role of the physical or metaphorical quest in developing character identity in literature.</li> <li>● The differences and contributions of Ancient Greek drama.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do different cultures explain the origin of the Earth, mankind, and culture?</li> <li>● Is mankind governed by fate, free will, a greater power, or do we fall somewhere in between?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> <b>(Students will know...)</b></p> <ul style="list-style-type: none"> <li>● Characteristics of a folktale and myth</li> <li>● Characteristics of a creation myth</li> <li>● Elements of a quest story</li> <li>● The ways in which myths explain religious ideas, natural phenomenon, and social norms</li> <li>● The characteristics/structure of Greek drama</li> <li>● The ways in which literature of the time reflected various religious beliefs</li> </ul>	<p style="text-align: center;"><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>● Read and analyze a Greek tragedy</li> <li>● Analyze a tragic character and identify tragic flaws</li> <li>● Write their own creation myth</li> <li>● Analyze the function of the Chorus in Greek literature</li> <li>● Develop strategies for understanding Ancient Greek drama</li> <li>● Develop active reading strategies</li> <li>● Understand vocabulary specific to Ancient Greek drama</li> </ul>

<p><b>Argumentative</b>  <u>NJSLS.ELA-LITERACY.W.11-12.</u>  <u>1</u>                  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>- The concept of fate, the idea that someone, a power, perhaps greater than our own, controls every aspect of one's life, has plagued mankind since the beginning of time. To truly understand this concept, answer the question "What is fate?" With one's birth does he create a set path that cannot be deviated from, or do individuals have free choice? Or is life completely unreal, full of chance happenings and coincidences?</p> <p>Film Reflection:                  Within the following films a character tries to change his future, or destiny. For instance, he tries to prevent something bad from happening. Most often, these fail miserably. (*Sliding Doors)</p> <p><b>Choose one of the following films as support to answer the above prompt:</b></p> <p><b>The Butterfly Effect</b>  <b>The Adjustment Bureau</b>  <b>Predestination</b>  <b>Next (Nicholas Cage)</b>  <b>The Time Traveler's Wife</b>  <b>Click</b>  <b>Inception</b>  <b>Memento</b>  <b>Source Code</b>  <b>Looper</b>  <b>Sliding Doors</b>  <b>The Lake House</b></p> <p><b>Sometimes, there are good/happy endings:</b>  <b>Groundhog Day</b>  <b>Hot Tub Time Machine</b>  <b>Serendipity</b></p>
<p><b>Analytical/Expository</b>  <u>NJSLS.ELA-LITERACY.W.11-12.</u>  <u>2</u>                  Write informative/explanatory texts to examine and convey complex ideas, concepts, and</p>	<p>- Dramatic Irony. Use at least three examples of text that are examples of dramatic irony to show that you understand what the term is.</p> <p>or</p>

<p>information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>- Analyze the character of Oedipus and the components of tragic characters in literature. In what ways is Oedipus a tragic character? What are his character flaws? Use textual evidence to support your conclusions.</li> </ul>
<p><b>Narrative</b>  <u>NJSLS.ELA-LITERACY.W.11-12.3</u>                  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>- Write three journal entries from the perspective of the servant/shepherd on the night that he left the baby, the night after the attack on Laius, and the night before he to appear before the king and queen in Act 4.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- Using the elements of creation myths, write one of your own.</li> </ul>

<p><b>Research</b>  <u>NJSLS.ELA-LITERACY.W.11-12.7</u>                  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.8</u>                  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for</p>	<ul style="list-style-type: none"> <li>- Greek Drama</li> <li>- Philosophers/Writers of Greek Culture</li> <li>- Gods/Goddesses</li> <li>-</li> </ul>
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<p>citation. (MLA or APA Style Manuals).</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.2</u></p> <p>2</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.6</u></p> <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"><li>- www.TurnItIn.com (peer editing, writing process)</li><li>- Google Docs/slides (collaborative notes, peer-editing)</li><li>- EasyBib Add-On (collective references list)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Google Classroom</li><li>- Vocabulary.com</li><li>- Kahoot.it</li><li>- NewsELA</li><li>- Noodle Tools (note cards, citing sources)</li><li>- www.instagrok.com (visual research tool)</li><li>- <a href="http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/">http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/</a></li><li>- Google Earth</li><li>- You Tube</li></ul>
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<b>Unit Name: Ayn Rand</b>	
<p style="text-align: center;"><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>The Fountainhead</i></li> <li>● <i>Anthem</i></li> </ul>	<p style="text-align: center;"><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://www.aynrand.org/">https://www.aynrand.org/</a></li> </ul>
<p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Rand believes selfishness is the path one should follow in pursuit of their own happiness.</li> <li>- Objectivism is a philosophy promoting selfishness, capitalism, and individualism.</li> <li>- Beauty is an individual concept and not a cultural construct.</li> <li>- Rand uses her characters to symbolize various aspects of her objectivist philosophy.</li> <li>- Rand values individual achievement and devalues altruism and success that is dependent on others.</li> </ul>	<p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Who defines beauty?</li> <li>● What is objectivism?</li> <li>● Why do we favor altruism over selfishness in our society?</li> <li>● Is the American Dream one of autonomy or community?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> <i>(Students will know...)</i></p> <ul style="list-style-type: none"> <li>- The characteristics of objectivism</li> <li>- The definition and application of key terms such as altruism, egoism, and selfishness as they apply to Rand's work</li> <li>- Which characters symbolize which aspects of her philosophy</li> <li>- How Rand's philosophies relate to other major political and economic philosophies such as communism and democracy</li> </ul>	<p style="text-align: center;"><b>Skills</b> <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"> <li>- Read and analyze a work of fiction</li> <li>- Define, recognize, and discuss key terms associated with objectivism</li> <li>- Identify the characteristics of objectivism</li> <li>- Analyze the use of characters as symbols in the text</li> <li>- Compare and contrast Peter Keating and Howard Roark</li> <li>- Debate the applicability and practicality of Rand's philosophies</li> </ul>

<ul style="list-style-type: none"> <li>- Key details about plot, setting, conflict, theme, etc.</li> </ul>	
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<p style="text-align: center;"><b>Argumentative</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.1</u></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>- Choose one of the main characters in Part 1 and argue his or her strengths or weaknesses, values, and heroic virtues (or lack thereof).</li> <li>- Ayn Rand’s novel is (45) years old. Yet it is still credited as an inspiration to world leaders today. Argue what aspects of the novel are still relevant today, and what the strongest of her ideas are.</li> </ul>
<p style="text-align: center;"><b>Analytical/Expository</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.2</u></p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Choose a character. Analyze the character by choosing a passage where the character is speaking, a passage where another character is discussing the person, and an action that reveals the character’s values.</p>
<p style="text-align: center;"><b>Narrative</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.3</u></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>-</li> <li>-At the end of the novel, Howard Roark speaks at his trial in his own defense. He expresses his convictions and damns the world. Write a 1-2 speech in Roark’s words, being sure to clearly express Ayn Rand’s principles of Selfishness.</li> </ul>

<p style="text-align: center;"><b>Research</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.7</u></p> <p>Conduct short as well as more sustained research projects to</p>	<ul style="list-style-type: none"> <li>- Architecture - great buildings of the world.</li> <li>- Objectivism</li> <li>- Ayn Rand interviews</li> </ul>
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<p>answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.6</u> Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"><li>- www.TurnItIn.com (peer editing, writing process)</li><li>- Google Docs/slides (collaborative notes, peer-editing)</li><li>- EasyBib Add-On (collective references list)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Google Classroom</li><li>- Vocabulary.com</li><li>- Kahoot.it</li><li>- NewsELA</li><li>- Noodle Tools (note cards, citing sources)</li><li>- www.instagrok.com (visual research tool)</li><li>- <a href="http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/">http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/</a></li><li>- Google Earth</li><li>- You Tube</li></ul>
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<b>Unit Name: The Kite Runner</b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>• <b>The Kite Runner</b></li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>• <b>Articles on Kite Fighting</b></li> <li>• <b>Current news regarding Kabul, the Taliban, and Afghanistan</b></li> </ul> <p><b>Suggested Fiction:</b>  <b>1000 Splendid Suns</b>  <b>The Mountains Echoed</b>  <b>Lone Survivor</b></p>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Loyalty often times comes with a cost.</li> <li>- People often make personal choices that infringe upon relationships with family and friends.</li> <li>- Culture is an important part of personal identity.</li> <li>- Fiction provides a window into any culture, in this case Afghan culture, society, and politics.</li> <li>- Redemption is possible if one is willing to make personal sacrifices, and many times, if one is willing to face harsh truths and make difficult decisions.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- Is redemption always attainable (are there acts for which redemption is not possible)?</li> <li>- What role does culture and family history play in personal identity?</li> <li>- What is the relationship between loyalty, friendship, and family?</li> <li>- How does one balance obligations to family and friends with personal choice?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b>  <b>(Students will know...)</b></p> <ul style="list-style-type: none"> <li>- Characteristics of a quest story</li> </ul>	<p style="text-align: center;"><b>Skills</b>  <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Identify the characteristics of a quest story</li> </ul>

<ul style="list-style-type: none"> <li>- Political, social, and religious history of Afghanistan</li> <li>- The role of internal conflict in theme development throughout the text</li> <li>- The function of symbolism within the text</li> <li>- The ways in which Amir functions as an antihero</li> <li>- The different types of irony (verbal, situational, and dramatic) and their significance to the story</li> <li>- The six ways in which characterization is developed within a text</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the ways in which political, social, and cultural contexts affect the events of the text</li> <li>- Identify and discuss various internal and external conflicts within the novel</li> <li>- Identify various symbols within the text and explain their significance to theme development</li> <li>- Define antihero and debate whether Amir fits this definition</li> <li>- Recognize irony within the text and explain how this contributes to theme development</li> <li>- Explain the development of characters within the text</li> <li>- Recognize and discuss the cultural differences between Afghanistan and the United States</li> </ul>
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<p><b>Argumentative</b>  <u>NJSLS.ELA-LITERACY.W.11-12.1</u>          Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>- Could the story of the novel exist without the class difference between Amir and Hassan? Make a case, using specific plot points and historical facts to ground your argument.</li> <li>- One of the biggest revelations in the novel comes when Rahim Khan tells Amir the truth about Hassan and Baba. Argue whether or not Amir would have behaved differently in the alley if he had known this truth.</li> <li>- Baba is a very complex character. For the first 100 pages, Amir paints a very dark picture of him. Argue BOTH sides of the question of whether or not Baba is good man/father.</li> </ul>
<p><b>Analytical/Expository</b></p>	<ul style="list-style-type: none"> <li>- Think about the fathers in the novel. According to the novel, what does it mean to be a father? How can one measure one's</li> </ul>

<p><u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>success at fathering? Some characters to consider: Baba, Ali, Amir, Hassan, General Taheri, Farid, Wahid, Raymond Andrews.</p>
<p><b>Narrative</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>- Write a story pertaining to a lesson learned in your childhood. Describe the culture you grew up in and the world as you saw it through a child's eyes.</li> <li>-Have you ever let a friend down? Describe the event and your feelings at the time and now as you look back on it.</li> <li>- Describe a memory you have of a time when you and your father had an experience that influenced your relationship - for the good or bad.</li> </ul>

<p><b>Research</b> <u>NJSLS.ELA-LITERACY.W.11-12</u> <u>7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>NJSLS.ELA-LITERACY.W.11-12</u> <u>8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format</p>	<ul style="list-style-type: none"> <li>-</li> <li>- A Brief History of Afghanistan</li> <li>- The culture of Afghanistan</li> <li>- Khalid Hussein</li> <li>- Kite Running/Kite Fighting</li> </ul>
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<p>for citation. (MLA or APA Style Manuals).</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.2</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.6</u></p> <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"><li>- www.TurnItIn.com (peer editing, writing process)</li><li>- Google Docs/slides (collaborative notes, peer-editing)</li><li>- EasyBib Add-On (collective references list)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Google Classroom</li><li>- Vocabulary.com</li><li>- Kahoot.it</li><li>- NewsELA</li><li>- Noodle Tools (note cards, citing sources)</li><li>- www.instagrok.com (visual research tool)</li><li>- <a href="http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/">http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/</a></li><li>- Google Earth</li><li>- You Tube</li></ul>
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<b>Unit Name: Literature of the Middle Ages</b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <b>The Divine Comedy</b></li> <li>● <b>Choice of Folk/Literary Epics</b></li> <li>● <b>Choice of Ballads</b></li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">The Avalon Project</a></li> <li>● Encyclopedia information on a relatively unknown figure found in The Inferno</li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- The characteristics of a hero change over time.</li> <li>- The importance of loyalty and honor to the morality of the Middle Ages.</li> <li>- Important political events, social events, and cultural events had a profound impact on the literature of the time.</li> <li>- The elements of the code of chivalry and also the importance of betrayal.</li> <li>- The ballad as a literary form and its influence of music, poetry, and literature in general.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- Based on the shorter writings of The Middle Ages, what are the new characteristics of a hero, such as Perceval, King Arthur, or Roland?</li> <li>- What influence did the rise of Christianity have on the literature of the Middle Ages?</li> <li>- What impact has the ballad had on poetry, literature, and storytelling?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> <b>(Students will know...)</b></p> <ul style="list-style-type: none"> <li>- The characteristics of a hero</li> <li>- The chivalric code</li> <li>- The ways in which characters function as symbols</li> <li>- The function of the allegory</li> <li>- The characteristics of the ballad</li> <li>- The importance of honor/loyalty to chivalry and heroism</li> </ul>	<p style="text-align: center;"><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss archetypal literature</li> <li>- Develop a presentation that explains one of the aspects of Dante's Inferno</li> <li>- Identify, define, and understand literary devices central to the ballad</li> <li>- Explain how social/political events such as feudalism and the plague influenced literature of the time</li> </ul>

<p style="text-align: center;"><b>Argumentative</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>1</u></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>-</p> <ul style="list-style-type: none"> <li>● Which punishments were the best reflections of the crime committed? Compare Purgatorio and Hell as they differ in punishment and redemption for the same sins.</li> <li>● Which character in <i>The Inferno</i> is the most/least deserving of punishment? How would a modern reader's interpretation of villainy differ from Dante's?</li> </ul>
<p style="text-align: center;"><b>Analytical/Expository</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>2</u></p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>- Hell Project: In small groups (3 is the magic #!) create a modern hell using <i>The Inferno</i> as a guide. Be sure to include a guide, description of each of level of hell, and why the punishment fits the crime. Put in modern figures in the levels.</p>
<p style="text-align: center;"><b>Narrative</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>3</u></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>- Write your own ballad, following all the requirements of the ballad form</p> <p>- Bring in lyrics to a modern song that closely resembles the ballad format.</p>

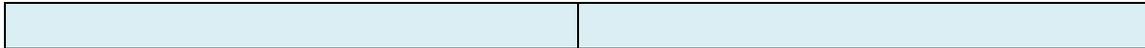
<p style="text-align: center;"><b>Research</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12</u> <u>7</u></p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</p>	<ul style="list-style-type: none"> <li>- Historical Influences</li> <li>- Theocentric Societies</li> <li>- Research one of the lesser known figures in Dante Alghieri's Inferno. Give an explanation of what the person did in life to be put in Dante's Hell.</li> <li>- Virgil</li> <li>- Literary Epic Characteristics</li> <li>- Symbolism</li> </ul>
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<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.8</u></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.9</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>- Saints/Sinners</li> <li>- Redemption</li> </ul>
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<p style="text-align: center;"><b>Technology</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.6</u></p> <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>- <a href="http://www.TurnItIn.com">www.TurnItIn.com</a> (peer editing, writing process)</li> <li>- Google Docs/slides (collaborative notes, peer-editing)</li> <li>- EasyBib Add-On (collective references list)</li> <li>- Google Operators (site:.edu to refine search results)</li> <li>- Google Classroom</li> <li>- Vocabulary.com</li> <li>- Kahoot.it</li> <li>- NewsELA</li> <li>- Noodle Tools (note cards, citing sources)</li> <li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li> <li>- <a href="http://www.visualnews.com/2013/09/18/10-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/">http://www.visualnews.com/2013/09/18/10-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/</a></li> <li>- Google Earth</li> </ul>
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Unit Name: The Renaissance	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>One Shakespeare play (Hamlet, Othello, Titus Andronicus)</i></li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b> <b>PBS - Shakespeare Uncovered Series.</b></p>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Writers of this time took interest in human life and the individual person.</li> <li>- The differences in drama produced during this time from Ancient Greek drama.</li> <li>- Literature of the time reflects the attitudes and values of the time.</li> <li>- The importance of tragic flaws in the development of the tragic hero in literature.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- What are the characteristics and functions of sonnets?</li> <li>- How do the elements of theme, imagery, plot, argument, and conflict contribute to the analysis of a work of literature?</li> <li>- How does a comedy differ thematically from a tragedy?</li> </ul>
<p><b>Knowledge</b> <b>(Students will know...)</b></p> <ul style="list-style-type: none"> <li>- Elements of a Shakespearean tragedy/comedy</li> <li>- Different sonnet forms</li> <li>- Characteristics of a sonnet</li> <li>- Vocabulary specific to Shakespearean drama (i.e. soliloquy, aside, etc.)</li> <li>- Literary applications of humanism</li> <li>- The importance of the tragic flaw to Shakespearean tragic heroes</li> </ul>	<p><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Interpret and analyze sonnet form</li> <li>- Write personal sonnets</li> <li>- Compare and contrast comic and tragic figures</li> <li>- Analyze tragic plot line</li> <li>- Analyze connections between sonnet form and theme development</li> <li>- Analyze and discuss the use of situational, verbal, and dramatic irony and its connection to theme development</li> <li>- Define, understand, and apply the concept of humanism to works of the time</li> <li>- compare and contrast Shakespearean drama to Ancient Greek drama</li> <li>-</li> </ul>



<p><b>Argumentative</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>- Is Ophelia a sympathetic character? Does she deserve our sympathy or does she deserve everything that happens to her. Use text to support your answer.</p> <p>-<u>Hamlet</u> is considered one of the four greatest tragedies Shakespeare has ever written. Using the tragic elements support or disclaim this status.</p> <p>You have now experienced three Shakespearean tragedies - Romeo and Juliet, MacBeth, and Hamlet. Argue which one of them was the most effective at creating a tragic hero and use specific evidence to justify your response.</p>
<p><b>Analytical/Expository</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>- Choose a passage of at least ten lines (any soliloquy is a good choice), and explain why it is relevant to a major theme in the play.</p>
<p><b>Narrative</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>- Write your own modern Shakespearean or Petrarchan styled Sonnet.</p> <p>- Bring in examples of modern language sonnets from websites.</p>



<p><b>Research</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.7</u></p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.8</u></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.9</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"><li>- A short biography of one of the sonnet writers covering the background of the author's sonnet.</li><li>- Create a lesson to teach a sonnet to the class, tying in author biographical information to the presentation.</li><li>- Life and Times of Shakespeare</li><li>- Greek Drama influences on Shakespeare</li><li>- Contemporary playwrights of Shakespearean Drama</li><li>- Symbol Trace</li><li>- Shakespearean Tragic Figure</li><li>- Foil Characters</li></ul>
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<p><b>Technology</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.6</u></p> <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"><li>- <a href="http://www.TurnItIn.com">www.TurnItIn.com</a> (peer editing, writing process)</li><li>- Google Docs/slides (collaborative notes, peer-editing)</li><li>- EasyBib Add-On (collective references list)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Google Classroom</li><li>- <a href="http://Vocabulary.com">Vocabulary.com</a></li></ul>
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	<ul style="list-style-type: none"><li>- Kahoot.it</li><li>- NewsELA</li><li>- Noodle Tools (note cards, citing sources)</li><li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li><li>- <a href="http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/">http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/</a></li><li>- Google Earth</li><li>- You Tube</li></ul>
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<b>Module (Semester 2): Literature of the Enlightenment</b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● Candide</li> <li>● The Misanthrope</li> <li>● De LaFontaines Fables</li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>● Literature, specifically satire, becomes a main source of political and social criticism?</li> <li>● The importance of nonfiction as a genre during this time.</li> <li>● Metaphysical poetry reflects an increased focus on reason, logic, and science.</li> <li>● Literature of the Enlightenment investigates man's place in the universe.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How did the emphasis on logic and reason effect literature of the time?</li> <li>● How can comedy function as a viable means of social criticism?</li> <li>● What are the primary characteristics of Satire?</li> </ul>
	<p><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>● Use specific textual example to support an analysis of a text or poem</li> <li>● Analyze multiple philosophical works</li> <li>● Analyze and discuss metaphysical poetry</li> <li>● Define and recognize satire</li> <li>● Trace the development of theme in a text</li> </ul>

<p><b>Argumentative</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>- <u>Candide</u> has long been identified as an enduring work of social satire. Is it still effective as an insightful examination of the time period? Are its satirical targets still apt to high school students today?</p>
<p><b>Analytical/Expository</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>- Choose one of Voltaire’s satirical targets (war, politics, mankind’s cruelty) and use examples from the novel as well as today’s world to show the novel’s use of satire.</p>
<p><b>Narrative</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>- Write a satirical look at high school life today, imitating the chapter on El Dorado, by describing “the best of all possible high schools.”</p>

<b>Unit Name: The Romantic Period</b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <b>Cyrano de Bergerac</b></li> <li>● <b>A variety of Romantic poetry (NON British authors)</b></li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>● <b>Articles on Gothic elements</b></li> <li>● <b>Biographies of the authors read</b></li> <li>● <b>The Byronic Hero</b></li> </ul>
<p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>● Gothic literature expanded the boundaries of theme, content, and genre.</li> <li>● Standards of beauty change from one time period to the next.</li> <li>● The idea of nature heavily influenced the writers of the Romantic period.</li> <li>● Byron changed the idea of what a hero could be.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What are the characteristics of the Romantic?</li> <li>● What causes Romantics to reject the ideas of the Enlightenment?</li> <li>● What are the characteristics of Gothic Literature?</li> <li>● What is truly attractive in a person?</li> <li>● What are the characteristics of a Byronic hero?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> <i>(Students will know...)</i></p> <ul style="list-style-type: none"> <li>● Elements of Gothic Literature</li> <li>● Elements of Romantic Literature</li> <li>● Driving forces behind Romantic literature</li> <li>● How to recognize and interpret the uses of the sublime in the Romantic literature and the grotesque in the Gothic literature.</li> </ul>	<p style="text-align: center;"><b>Skills</b> <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"> <li>● Analyze Romantic poems</li> <li>● Recognize characteristics of Gothic Literature</li> <li>● Explain the influence of nature on Romantic Literature</li> </ul>

<p><b>Argumentative</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>- Everyone always focuses on Cyrano. In this essay, argue that Christian is just as heroic and has just as many excellent virtues as Cyrano. Use specific moments from the play that demonstrate this.</p>
<p><b>Analytical/Expository</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>- Reread Cyrano's speech about the life he prefers in Act 2 during his argument with LeBret. Compare his feelings to those of Howard Roark in <i>The Fountainhead</i> or Alceste in <i>The Misanthrope</i>. Which of the three do you think makes the best case?</p>
<p><b>Narrative</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>-Write a Cyrano-style love letter to Roxane -Write about a time when you willingly sacrificed something dear to you to make someone else happy</p>

<p><b>Research</b> <u>NJSLS.ELA-LITERACY.W.11-12</u> <u>7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>NJSLS.ELA-LITERACY.W.11-12</u> <u>8</u></p>	<p>- The Byronic Hero in literature. Does Cyrano fit the bill?</p>
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<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.2</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.6</u></p> <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"><li>- www.TurnItIn.com (peer editing, writing process)</li><li>- Google Docs/slides (collaborative notes, peer-editing)</li><li>- EasyBib Add-On (collective references list)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Google Classroom</li><li>- Vocabulary.com</li><li>- Kahoot.it</li><li>- NewsELA</li><li>- Noodle Tools (note cards, citing sources)</li><li>- www.instagrok.com (visual research tool)</li><li>- <a href="http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/">http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/</a></li><li>- Google Earth</li><li>- You Tube</li></ul>
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<b>Unit Name: Realism</b>	
<p style="text-align: center;"><b>Core Fiction Texts:</b></p> <p><b>Variety of short stories - Tolstoy, Maupassant, etc.</b></p> <p><b><i>Water for Elephants</i></b></p>	<p style="text-align: center;"><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>● Historical documents about the Great Depression and the Dust Bowl</li> </ul>
<p style="text-align: center;"><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>● Stories about regular people can be as compelling as stories about the fantastic.</li> <li>● Nature can serve as an analogy for understanding human life.</li> <li>● World historical events caused a shift in content,</li> <li>● In realism, conflict shifts from the external to the internal.</li> </ul>	<p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What is an individual's responsibility to himself, his family, and his community?</li> <li>● How can literature challenge society's constraints?</li> <li>● Can everyday people become heroic?</li> <li>● How does one go about figuring out his/her purpose in life?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> <i>(Students will know...)</i></p> <ul style="list-style-type: none"> <li>● The definition of realism.</li> <li>● Connection of historical events to literature</li> <li>● Differences between external and internal conflict</li> <li>● How to analyze mood, atmosphere, tone, and style in literature.</li> </ul>	<p style="text-align: center;"><b>Skills</b> <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"> <li>● Analyze mood, atmosphere, tone, and style in literature.</li> <li>● Explain the connection between historical events and literature.</li> <li>● Evaluate literature for components of realism.</li> </ul>

<p><b>Argumentative</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>- Can Jacob be considered heroic considering he breaks up August marriage and steals his wife?</p>
<p><b>Analytical/Expository</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>- Compare and contrast the symbolic meaning of Rosie the elephant and Rosie the nurse.</p>
<p><b>Narrative</b> <u>NJSLS.ELA-LITERACY.W.11-12.</u> <u>3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>- Have Jacob write a letter to August explaining why he thinks he is more deserving of Marlena's love than August?</p>
<p><b>Research</b> <u>NJSLS.ELA-LITERACY.W.11-12</u> <u>7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>NJSLS.ELA-LITERACY.W.11-12</u> <u>8</u> Gather relevant information from multiple authoritative print and</p>	<p>- Research the Dust Bowl and Great Depression on how they influenced the people who lived through them. - History of the circus</p>

<p>digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.9</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.6</u></p> <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"><li>- www.TurnItIn.com (peer editing, writing process)</li><li>- Google Docs/slides (collaborative notes, peer-editing)</li><li>- EasyBib Add-On (collective references list)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Google Classroom</li><li>- Vocabulary.com</li><li>- Kahoot.it</li><li>- NewsELA</li><li>- Noodle Tools (note cards, citing sources)</li><li>- www.instagrok.com (visual research tool)</li><li>- <a href="http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/">http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/</a></li><li>- Google Earth</li><li>- You Tube</li><li>-</li></ul>
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Unit Name: Modernism & Postmodernism & Existentialism	
<p style="text-align: center;"><b>Core Fiction Texts:</b></p> <p><b>No Exit / The Stranger</b>  <b>Zoo Story</b>  <b>Metamorphosis</b>  <b>The Things They Carried</b>  <b>Variety of Short Stories</b></p>	<p style="text-align: center;"><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>● “Allegory of the Cave”</li> <li>● Letters to America (Video)</li> <li>● Vietnam related non-fiction writing</li> </ul>
<p style="text-align: center;"><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>● Students should understand that modernism/postmodernism represented an evolution of structure, style, and meaning.</li> <li>● Students should understand that literature, like all arts, was no longer restricted by historical conventions and standards.</li> <li>● Students should understand that the responsibility for finding meaning in a text has shifted from the author to the reader.</li> <li>● Students should understand that there is no longer a desire to have art labeled as "high" or "low," "good" or "bad."</li> <li>● Students should understand that the literature of this period is generally marked by a sense of pessimism.</li> </ul>	<p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What does it mean to be modern?</li> <li>● What is the relationship between the reader and the text?</li> <li>● How has literature changed in the 20th century to reflect our ever-changing morality, values, and ideas?</li> <li>● How do we define existence?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b>  <i>(Students will know...)</i></p> <ul style="list-style-type: none"> <li>● The characteristics and terms associated with modernism/postmodernism (stream of consciousness, social construct, etc.)</li> </ul>	<p style="text-align: center;"><b>Skills</b>  <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"> <li>● Imitate stream of consciousness</li> <li>● Analyze free verse poetry</li> <li>● Analyze tone, mood, setting, plot</li> <li>● Identify and understand the characteristics of objectivism, existentialism, and absurdism</li> </ul>

<ul style="list-style-type: none"> <li>● How to understand the overall mood or atmosphere of a work by examining tone, setting, plot, etc.</li> <li>● The different ways that authors and philosophers define human existence (i.e. objectivism, existentialism, absurdism, etc.)</li> <li>● Characteristics of objectivism</li> <li>● Characteristics of existentialism</li> <li>● Characteristics of theatre of the absurd</li> <li>● Characteristics of free verse poetry</li> <li>● The influence of important social, historical, and literary contexts on the works of the time</li> </ul>	<ul style="list-style-type: none"> <li>● Read, analyze, compare and contrast several modern short stories</li> <li>● Recognize literary trends in other areas of pop culture (i.e. music, television, art, film, etc)</li> <li>● Discuss the ways in which characters function as symbols</li> </ul>
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<p style="text-align: center;"><b>Argumentative</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>- Does the fact that the story is fictional take away from the message of the novel?</p>
<p style="text-align: center;"><b>Analytical/Expository</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>- How are the elements of Existentialism manifested in the texts themselves?</p> <p>- How is Meursault an example of the Existential awakening?</p>
<p style="text-align: center;"><b>Narrative</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>- Write one more story to be included in <i>The Things They Carried</i>?</p> <p>- Write a new ending for <i>No Exit</i> in which at the end they all choose to leave. Where do they go?</p>



<p style="text-align: center;"><b>Research</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.7</u>                  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.8</u>                  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.9</u>                  Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>- Characteristics of Existentialism, Modernism, Post Modernism, Theater of the Absurd</li> </ul>
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<p style="text-align: center;"><b>Technology</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.6</u>                  Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>- www.TurnItIn.com (peer editing, writing process)</li> <li>- Google Docs/slides (collaborative notes, peer-editing)</li> <li>- EasyBib Add-On (collective references list)</li> <li>- Google Operators (site:.edu to refine search results)</li> <li>- Google Classroom</li> <li>- Vocabulary.com</li> <li>- Kahoot.it</li> <li>- NewsELA</li> <li>- Noodle Tools (note cards, citing sources)</li> </ul>
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	<ul style="list-style-type: none"><li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li><li>- <a href="http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/">http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/</a></li><li>- Google Earth</li><li>- You Tube</li></ul>
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<b>Unit Name: PBL</b>	
<p><b>Core Fiction Texts:</b> <b>PBL Idea Links:</b></p> <p><a href="http://wveis.k12.wv.us/teach21/public/project/MainMenu.cfm?tsele1=1&amp;tsele2=112">http://wveis.k12.wv.us/teach21/public/project/MainMenu.cfm?tsele1=1&amp;tsele2=112</a></p>	<p><b>Suggested Supplemental Non-Fic:</b> <b>PBL Information:</b></p> <p><a href="http://www.studygs.net/pbl.htm">http://www.studygs.net/pbl.htm</a>  <a href="http://www1.udel.edu/dssep/teaching_strategies/pbl.htm">http://www1.udel.edu/dssep/teaching_strategies/pbl.htm</a>  <a href="http://www.materials.ac.uk/guides/pbl.asp">http://www.materials.ac.uk/guides/pbl.asp</a></p>
<p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>● Students should understand that modernism/postmodernism represented an evolution of structure, style, and meaning.</li> <li>● Students should understand that literature, like all arts, was no longer restricted by historical conventions and standards.</li> <li>● Students should understand that the responsibility for finding meaning in a text has shifted from the author to the reader.</li> <li>● Students should understand that there is no longer a desire to have art labeled as "high" or "low," "good" or "bad."</li> <li>● Students should understand that the literature of this period is generally marked by a sense of pessimism.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Students will be developing their own driving question to begin their PBL.</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> <i>(Students will know...)</i></p> <ul style="list-style-type: none"> <li>● The characteristics and terms associated with modernism/postmodernism</li> </ul>	<p style="text-align: center;"><b>Skills</b> <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"> <li>● To integrate knowledge and skills from a range of multidisciplinary modules</li> </ul>

<p>(stream of consciousness, social construct, etc.)</p> <ul style="list-style-type: none"> <li>• How to understand the overall mood or atmosphere of a work by examining tone, setting, plot, etc.</li> <li>• The different ways that authors and philosophers define human existence (i.e. objectivism, existentialism, absurdism, etc.)</li> <li>• Characteristics of objectivism</li> <li>• Characteristics of existentialism</li> <li>• Characteristics of theatre of the absurd</li> <li>• Characteristics of free verse poetry</li> <li>• The influence of important social, historical, and literary contexts on the works of the time</li> </ul>	<ul style="list-style-type: none"> <li>• To acquire knowledge through self-study</li> <li>• To teach students how to work in groups and manage group projects</li> <li>• To improve and develop transferable skills of students</li> <li>• To develop problem solving skills of students</li> <li>• To encourage self-motivation, curiosity and thinking</li> <li>• And finally, to make learning fun!</li> </ul>
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<p><b>Argumentative</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>- See Sample PBLs</p> <p><a href="http://wveis.k12.wv.us/teach21/public/project/MainMenu.cfm?tsele1=1&amp;tsele2=112">http://wveis.k12.wv.us/teach21/public/project/MainMenu.cfm?tsele1=1&amp;tsele2=112</a></p>
<p><b>Analytical/Expository</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>- See Sample PBLs</p> <p>- <a href="http://wveis.k12.wv.us/teach21/public/project/MainMenu.cfm?tsele1=1&amp;tsele2=112">http://wveis.k12.wv.us/teach21/public/project/MainMenu.cfm?tsele1=1&amp;tsele2=112</a></p>
<p><b>Narrative</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>- See Sample PBLs</p> <p>- <a href="http://wveis.k12.wv.us/teach21/public/project/MainMenu.cfm?tsele1=1&amp;tsele2=112">http://wveis.k12.wv.us/teach21/public/project/MainMenu.cfm?tsele1=1&amp;tsele2=112</a></p>



<p><b>Research</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p><u>NJSLS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"><li>- See Sample PBLs</li><li>- <a href="http://wveis.k12.wv.us/teach21/public/project/MainMenu.cfm?tsele1=1&amp;tsele2=112">http://wveis.k12.wv.us/teach21/public/project/MainMenu.cfm?tsele1=1&amp;tsele2=112</a></li></ul>
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<p><b>Technology</b></p> <p><u>NJSLS.ELA-LITERACY.W.11-12.6</u> Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"><li>- www.TurnItIn.com (peer editing, writing process)</li><li>- Google Docs/slides (collaborative notes, peer-editing)</li><li>- EasyBib Add-On (collective references list)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Google Classroom</li><li>- Vocabulary.com</li><li>- Kahoot.it</li><li>- NewsELA</li></ul>
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