

Secaucus Board of Education

English 12 Classic and Contemporary Literature

Course Codes: 1419, 1420, 1430, 6154
English Language Arts Literacy



Born on November 2016
Aligned to the NJSLS-ELA adopted 2016
Aligned to the Technology and 21st Century Life and Careers Standards adopted 2014
Adopted by the Secaucus Board of Education on December 22, 2016

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

English 12 is designed to give the student a variety of language experiences to stimulate cognitive and personal growth. The focus on modern writing and themes leads to an exploration of self and the individual's role in society. This culminating course in the four-year English program emphasizes the importance of effective self-expression and the understanding of the ideas and expressions of others. The aim is to prepare students for language experiences beyond high school. The choice of texts and activities should reflect the students' diverse interests, abilities, and backgrounds. All students, regardless of their postsecondary plans, need to communicate successfully in a variety of modes and read a balance of exemplary literary and informational works that nourish the imagination, promote intellectual growth, contribute to the sense of aesthetic appreciation, and provide a broad range of language models for their own writing.

Over the course of the year...

- Students will immerse themselves in reading and responding to text of increasing complexity as outlined by the Common Core State Standards.
- Students will prepare to exit high school and enter the postsecondary arena
- Students will engage in short- and long-term academic research
- Students will explore various titles of fiction and nonfiction that span human emotions
- Students will examine issues in contemporary life that affect the human condition
- Students will explore, in depth, the elements of fiction and analyze their effects as illustrated in specific literary selections.
- Students will focus on the elements of specific literary genres and apply this knowledge of form to the selected pieces.
- Students will master vocabulary from specific literary selections.
- Students will practice researching and writing comparative essays focusing on fictional characters from different novels and media, and different authors' treatments of specific themes.

- Students will practice various modes of writing and hone their revision skills in order to create compositions that maximize the clearest written communication of thought.
- Students will become familiar with narrative, argumentative, expository, informative and poetic writing.
- Students will be explore interdisciplinary connections, combining together reading and writing with art, music, history and science.
- Students will also have opportunities to present to their peers, participate in debates, and engage in Socratic seminars.
- Students will develop the necessary reading, writing, listening, speaking and viewing skills necessary to ensure that they will be successful in college and in their careers.

Interdisciplinary Connections

- ✓ Modernism
- ✓ Psychology
- ✓ WWI
- ✓ Prohibition
- ✓ The Great Depression
- ✓ Elizabethan Era
- ✓ Existentialism
- ✓ Music
- ✓ Economics

Potential Course Modifications (ELLs, Special Education, Gifted and Talented)

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit:	Search for Self in <i>The Catcher in the Rye</i>				
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	NJSLS W.11-12.1A,B,C,D,E W.11.-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	NJSLS L.11-12.1.A,B L.11-12.2.A,B,C L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
	Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> Is it inevitable that we conform to the world and 	Students will be able to: <ul style="list-style-type: none"> ❖ Read, discuss, and analyze a novel in large- and small-group settings 		Provide background information on the author being studied. Read, discuss, and analyze <i>The Catcher in the Rye</i> by J. D. Salinger		

<p>society around us?</p> <ul style="list-style-type: none"> • How should a person adjust to a world they did not create? • What happens when a person does not accept and does not play by the rules of the dominant culture? • What does it mean to stay true to yourself? • Is it possible to grow up without becoming phony? • How does wider knowledge of the world affect change? 	<ul style="list-style-type: none"> ❖ Identify and understand major themes of <i>The Catcher in the Rye</i> and how the novel develops and complicates these themes ❖ Recognize and discuss how a writer’s tone, vocabulary, and pacing of writing can influence meaning ❖ Self-check for understanding of key vocabulary terms, and seek out definitions of words as needed ❖ Use one or more themes from the novel to analyze passages and characters from the text and present well-developed opinions and arguments ❖ Examine the three major themes of a “coming of age” novel (questioning authenticity, belonging and isolation, and growing up/coming of age) ❖ Research the controversy surrounding the novel and its inclusion on high school reading lists ❖ Study the historical and social climate of 1950s New York City. ❖ Read, discuss, and analyze a novel in large- and small-group settings ❖ Recognize and discuss how a writer’s tone, vocabulary, and pacing of writing can influence meaning ❖ Compare and relate character motivations and interactions in the novel to motivations and interactions in their own daily lives. ❖ Develop and support an opinion in writing, using analysis of evidence from the text to build their case ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant 	<p>Respond to key study-guide questions for each reading section.</p> <p>Teach vocabulary in context of this novel.</p> <p>Throughout the unit, have students identify the following as either an image a symbol or a motif.</p> <ul style="list-style-type: none"> • Holden's red hat • Pencey Prep • Central Park • Museums • Movies • Unmade phone calls • Allie's ball glove • Erasing profanity • Ducks in the park • Little Shirley Beans Record • Mummies • The carousel • Prostitution • Nuns • A field of rye <p style="text-align: center;"><u>Sample Assignment 1:</u> Group Research</p> <p>Home Team: Students will be randomly grouped heterogeneously into groups of four. Each home team will be an instructional team of teachers preparing to develop lessons to teach and explain a certain component of life in the 1950’s. Each Home Team will develop a 1950’s nickname for their team. Each Home team will be responsible</p>
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	<ul style="list-style-type: none"> ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone 	<p>for developing a presentation to explain 1950's living to the class.</p> <p>Expert Group: Within each Home Team, students will pick a number from the provided envelope. The number will correspond to the four expert groups they will break off into: Group 1: Entertainment Group 2: Politics Group 3: Fashion Group 4: Technology</p> <p>Each Expert Group will learn about one aspect of life in the 1950's. After researching their topics, they will return to their Home Team and teach their specific aspect to their Home Team. Later, each Home Team will devise a short presentation to demonstrate their knowledge of the life in the 1950's to the class.</p> <p style="text-align: center;"><u>Sample Assignment 3:</u></p> <p>After thoroughly exploring and experiencing <i>The Catcher in the Rye</i>, you are now ready to create a well written and researched composition.</p> <p>In a well written essay, demonstrate your knowledge and opinion of a topic from the novel <i>The Catcher in the Rye</i>. You must use quotes from the novel, as well as literary device(s) to support your thesis.</p> <p>Possible essay topics:</p> <ul style="list-style-type: none"> • Is Holden Caulfield a static or dynamic character?
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	<ul style="list-style-type: none"> ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information 	<ul style="list-style-type: none"> • What is the significance of the title/poem <i>The Catcher in the Rye</i>? • What are the ducks a metaphor for? • What is the significance of the carousel scene at the end of the novel? <p>Teach writing by using workshops, peer reviews, and revision and editing using a rubric when completing assignments two and three.</p> <p style="text-align: center;"><u>Sample Assignment 3</u> <u>Culminating Projects</u></p> <p>Project 1- Choose a well-known fairy tale and rewrite it from Holden’s point of view. You do not have to follow the tale word for word. It can sound more like a summary. Be sure to use his words, that is, use his slang words and style of expression.</p> <p>Project 2- Pretend you are Holden’s psychiatrist and you have just finished hearing all he has to say in the book. What is your advice to this young man?</p> <p>Project 3- Write a “found poem” from a chapter or multiple chapters that you found to be the most meaningful to you. This poem should be written on an actual baseball glove or an artistic representation of a glove. The intention is to make your project look like Allie’s baseball glove that he used to write poems on. Then</p>
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	<ul style="list-style-type: none"> ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker’s reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p>include a brief paragraph explaining why you chose those specific chapter or chapters.</p>
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Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	Interactive Whiteboard DVD/video player Laptops with Internet access	Teaching Unit Unit Materials Teaching Companion Salinger writing style parody assignment J. D. Salinger, Literary Recluse, Dies at 91

Unit:	The Tragic Hero <i>Hamlet</i>				
Timing:	Approximately five weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	NJSLS		NJSLS	NJSLS	NJSLS
	RL.11-12.1	RI.11-12.1	W.11-12.1A,B,C,D,E	SL.11-12.1.A,B,CD	L.11-12.1.A,B
	RL.11-12.2	RI.11-12.2	W.11.-12.2	SL.11-12.2	L.11-12.2.A,B,C
	RL.11-12.3	RI.11-12.3	W.11-12.3	SL.11-12.3	L.11-12.3.A
RL.11-12.4	RI.11-12.4	W.11-12.4	SL.11-12.4	L.11-12.4.A,B,C,D	
RL.11-12.5	RI.11-12.5	W.11-12.5	SL.11-12.5	L.11-12.5.A,B	
RL.11-12.6	RI.11-12.6	W.11-12.6	SL.11-12.6	L.11-12.6	
RL.11-12.7	RI.11-12.7	W.11-12.8,			
RL.11-12.9	RI.11-12.8	W.11-12.9A,B			
RL.11-12.10	RI.11-12.9	W.11-12.10			
Technology			8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
Career Ready Practices			CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:			Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> How does conflict bring change? 	Students will be able to: <ul style="list-style-type: none"> ❖ Examine how for every action and decision there are consequences; some are often unforeseen. 			Give a background of the play by teaching students about Shakespeare’s life and the Renaissance movement.	

<ul style="list-style-type: none"> • How do values evolve as environments change? • What are the universal themes that recur throughout literature? • How do works from a given period reflect historical and social events and conditions? • To what extent can we blame others for the negative outcomes of our lives? • How can a person's decisions and 	<ul style="list-style-type: none"> ❖ Identify how multiple perspectives and understanding different points of view helps to enhance our understanding of a difficult text. ❖ Understand that literature and drama capture the fundamental essences of humanity. Understand and appreciate a classic Shakespearean tragedy. ❖ Identify and examine themes in a tragedy. ❖ Use strategies to understand Shakespeare's language. ❖ Understand and appreciate the plot, conflicts, themes, and symbolism of a Shakespearean tragedy ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development 	<p>Give a background of the play by teaching students about Shakespeare's life and the Renaissance movement.</p> <p>Teach students the structure of a dramatic tragedy and all its components.</p> <p>Read <i>Hamlet</i></p> <p>Identify and discuss the characteristics of this play that mark it as a Shakespearean tragedy.</p> <p>Model how to interpret and analyze a selection or quotation.</p> <p>Show Hamlet to be an example of a Renaissance tragic hero.</p> <p>Use selections, such as Chapter 5: "The Hero's Adventure," from <i>The Power of Myth</i> by Joseph Campbell to elaborate and illustrate the idea of a Hero.</p> <p>Discuss important scenes of the play by closely analyzing the language and significance of the selected quotation.</p> <p>Discuss the techniques Shakespeare uses to convey character and character relationships to his audience.</p> <p>Teach vocabulary by using words from the play.</p>
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<p>actions change his/her life?</p> <ul style="list-style-type: none"> • How do the decisions and actions of characters reveal their personalities? • What is the relationship between decisions and consequences? 	<ul style="list-style-type: none"> ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author's overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration 	<p>Watch a movie version of the tragedy being studied and analyze how the movie interprets the play.</p> <p style="text-align: center;"><u>Sample Assignment 1</u> <u>Expository Essay</u></p> <p style="text-align: center;"><i>A man who waits to believe in action before acting is anything you like, but he is not a man of action. It is as if a tennis player before returning the ball stopped to think about his views of the physical and mental advantages of tennis. You must act as you breathe.</i></p> <p style="text-align: center;">-Georges Clemenceau</p> <p>Is it true that acting quickly and instinctively is the best response to a crisis? Or are there times when an urgent situation requires a more careful consideration and a slower response? Plan and write an essay in which you develop your point of view on this issue in relation to a character in <i>Hamlet</i>.</p> <p style="text-align: center;"><u>Sample Assignment 2 (art connection)</u> <u>The Power of Words & Language</u></p> <p>Shakespeare's ability to summarize the range of human emotions in simple yet profoundly eloquent verse is perhaps the greatest reason for his enduring popularity. If you cannot find words to express how you feel about love or music or growing older or madness or grief,</p>
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	<ul style="list-style-type: none"> ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker’s reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p>Shakespeare can speak for you. No author in the Western world has penned more beloved passages. Shakespeare endures because exquisite language, vivid imagery and elegant cadences will never become obsolete. It sometimes seems that if you can understand the master, you come to understand profound eternal truths about what it means to be human. His words have the power to resonant and move audiences because they speak directly to what it means to be alive in any age.</p> <p><u>Directions:</u> As we continue reading <i>Hamlet</i>, copy down any quotes that appeal to you for <u>any</u> reason. Sometimes the meaning of a word or line is unclear at first, but something just “sounds good” to you. Other times you immediately connect with a quote because it speaks to you on a personal level. Any reason behind choosing a particular quote is the right reason, as long as it makes you feel something. At the end of the play, with a partner, group, or alone, you will create an artistic representation of the lines that stood out from all the rest.</p> <p style="text-align: center;"><u>Sample Assignment 2</u> <u>Character Analysis</u></p> <p>Analyze the characters of Hamlet, Gertrude, Claudius, Polonius, and Ophelia and their relationships to each other. Then construct a “Character Portfolio” in which you explore the main characteristics of each character and their</p>
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		<p>feeling and relations to the other characters being analyzed.</p> <p style="text-align: center;"><u>Sample Assignment 4</u> <u>The Language of Flowers</u></p> <p>Remember when Ophelia gave away rosemary, pansies, fennel, columbines, rue (herb of grace), daisies, and violets? Elizabethans were accustomed to emblematic usages. Therefore, the audience would understand that Shakespeare was using Ophelia's madness and flower-giving to convey a deeper meaning--what rational conversation could not.</p> <p><i>“There's rosemary, that's for remembrance. Pray you, love, remember. And there is pansies, that's for thoughts. There's fennel for you, and columbines. There's rue for you, and here's some for me; we may call it herb of grace o' Sundays. O, you must wear your rue with a difference. There's a daisy. I would give you some violets, but they withered all when my father died”.</i></p> <p>TASK: “Write” your own bouquet which Hamlet might given Ophelia while alive or one for after her death.</p>
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Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	<i>Hamlet</i> by William Shakespeare Kenneth Branagh's 1997 <i>Hamlet</i> Interactive Whiteboard DVD/video player Laptops with Internet access	Enter Players: Pre-reading Hamlet "To be or not to be": Close Reading Hamlet's Soliloquy A Guilty Gertrude: Performing Spoken and Silent Moments in Hamlet No Fear Shakespeare's Hamlet Teaching Companion Teacher's Guide Penguin Guide to Hamlet

Unit:	Existentialism and <i>No Exit</i> by Jean-Paul Sartre				
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	NJSLS W.11-12.1A,B,C,D,E W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	NJSLS L.11-12.1.A,B L.11-12.2.A,B,C L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
	Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:		
Why do we demonize those who are different?	Students will be able to: ❖ Explore man's search for meaning		Have students read, annotate and discuss Jean Paul Sartre's " Existentialism is a Humanism "		

<ul style="list-style-type: none"> • Does a lack of socially accepted values destroy human nature? • How can the tenets of existentialism be both freeing and confining? • How does the individual survive in the midst of rapidly changing political, social and economic structures? • How should a person adjust to a world they did not create? 	<ul style="list-style-type: none"> ❖ Apply the principles of Existentialism to the play. ❖ Understand that personal decisions and actions may have far-reaching consequences and effects. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions 	<p>Sample Assignment 2</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • Describe Hell as depicted in <i>No Exit</i>. How is it different from the traditional idea of hell? • What become the instruments of torture in this Hell? • Explain the key things that condemn each of the three main characters to Hell. 4. Who are the protagonists and antagonists of the play? • Describe Garcin, the first to arrive in Hell, as a person. What is his reaction to sharing his room with two females? • Compare and contrast Estelle and Inez. • Why is Sartre less critical of Inez than he is of Estelle and Garcin? • Explain how the plot of the play is developed and ends. • How is the theme of man’s cruelty to man developed in the play? • Discuss Sartre’s use of symbolism in <i>No Exit</i>. • Why is the play a total tragedy? <p style="text-align: center;"><u>Sample Assignment 1</u> <u>Existential Crisis</u></p> <p>Examine the Calvin and Hobbes cartoon below. Discuss the dark humor and sarcasm. Apply the principles of Existentialism to the scene.</p>
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- ❖ Evaluate simple and complex relationships and/or events and the effects on plot development
- ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning
- ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events
- ❖ Identify key words and evaluate figurative and connotative meaning
- ❖ Critically examine how word choice impacts tone
- ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task.
- ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States
- ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text
- ❖ Critically examine the author's overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose
- ❖ Integrate multimedia when appropriate and effective
- ❖ Use relevant and sufficient facts, definitions, details, and quotes
- ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively



Sample Assignment
Roommate from Hell

Writing Activity: Sartre said, “Hell is—other people” and he may very well be right. On a separate sheet of paper, describe a type of person who could be your torturer, or your roommate from “hell.” Do NOT use names or describe a specific person you actually know. Think of this as a hypothetical roommate situation.

	<ul style="list-style-type: none">❖ Choose precise words and domain-specific vocabulary❖ Use transitions to link together the major sections of the text❖ Write a concluding paragraph or section that supports the information presented❖ Decide what organization is most effective for purpose, audience, and task❖ Understand and utilize revision techniques❖ Use technology proficiently for production, publication, and collaboration❖ Use various technological platforms to create and evaluate shared writing products❖ Conduct short and more sustained research projects❖ Synthesize and summarize information❖ Assess whether information from reliable and authoritative sources is relevant❖ Paraphrase correctly❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences❖ Prepare for discussions and read and research materials beforehand❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity❖ Engage as an active listener and participant	
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	<ul style="list-style-type: none"> ❖ Use text/source to show fallibility in speaker's reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p> <p><i>No Exit</i> by Jean-Paul Sartre</p>	<p>Film version of the play</p> <p>Existentialism is a Humanism</p> <p>All About Philosophy</p> <p>Philosophy, the Sartre blend: uncovering the birth of existentialism by Ray Monk</p>

Unit:	The Things They Carried by Tim O’Brien and Social Responsibility				
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	NJSLS RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.5 RI.11-12.5 RL.11-12.6 RI.11-12.6 RL.11-12.7 RI.11-12.7 RL.11-12.9 RI.11-12.8 RL.11-12.10 RI.11-12.9		NJSLS W.11-12.1A,B,C,D,E W.11.-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	NJSLS L.11-12.1.A,B L.11-12.2.A,B,C L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
	Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> What is the purpose of storytelling? 	Students will be able to: <ul style="list-style-type: none"> ❖ Distinguish between 1st and 3rd person narration. 		Introduce the concept of the draft and have students draw hypothetical numbers.		

<ul style="list-style-type: none"> • What are the implications of fictionalizing fact and how does it affect reader response? • Why are the details of a story arbitrary in relationship to its themes? • How much do we consider the effects of our choices before we make them? • How are our choices impacted by our environment? • How does what we carry 	<ul style="list-style-type: none"> ❖ Understand the historical, cultural and social implications of the Vietnam experience. ❖ Write for different purposes and audiences. ❖ Identify a relationship between fiction and identity formation. ❖ Recognize identity as a combination of past and present experiences. ❖ Detect personal, social, historical, cultural influences and biases ❖ Make text to self, world, text connections and make connections between concepts, characters, and ideas in various texts ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text 	<p>Background information on the Vietnam War</p> <p>While reading, have students watch the movie <i>We Were Soldiers</i> to further their understanding of the war and deepen their understanding of O'Brien's experience.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>The Things I Carry</u></p> <p>POEM: Reread the first chapter of <i>The Things They Carried</i> if you want to model O'Brien's writing style. Be creative here and really take a look into what makes you <i>you</i>, and the different things you refer to each day for comfort or for survival. This list should be a combination of both tangible and intangible things, as the soldiers carry both of with them each day and are equally important.</p> <p style="text-align: center;"><u>Sample Group Project (art and music connection)</u></p> <p>The Vietnam conflict has been called "America's first rock-and-roll war" because of the predominance of rock music that permeated the American experience there. As draft quotas were raised and deferment and exemption loopholes closed, an overwhelming number of military personnel belonged to one generation: the average age of combat soldiers was 19 and, according to some figures, 90 percent were under 23 years of age. In addition to rock-and-roll, many of the most famous "protest" or "anti-war" songs came out during this time or were written years later about the war.</p>
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<p>mentally impact our physical being?</p> <ul style="list-style-type: none"> • How does war affect the meaning of courage? • How are our relationships a product of the situations in which we find ourselves? 	<ul style="list-style-type: none"> ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author's overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose 	<p>Step 1: After selecting one song from the list provided below, your group will meet to discuss the lyrics and work on presenting an interpretation of the meaning of the lyrics. Simply put, your interpretation should tell in plain language what the artist is attempting to communicate. Use examples from the song, <i>The Things They Carried</i>, and any historical or background information about the Vietnam War to support your interpretation.</p> <p>Step 2: Put your song lyrics (including title and band/singer) into a word document and number the lines by "5". Print or email this to me and I will make copies to provide the whole class with their own copy of your lyrics.</p> <p>Step 3: Burn the song to a disc, or download it on your ipod or phone to play the day of your presentation. You can also play it from Youtube. If you play it from Youtube you can use some of the Vietnam videos already created for your song on the site. However, if you are doing a music video or powerpoint presentation as your artwork, it must be your own ORIGINAL work.</p> <p>Step 3: Within your group, determine who will take on the following roles:</p> <p><u>The Historian:</u> How do the song lyrics connect to events from Vietnam and/or reflect public sentiment back home in the United States during that time?</p> <p><u>The Teacher:</u> How do the song lyrics connect to specific characters, events, or passages from Tim O'Brien's <i>The Things They Carried</i>?</p>
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	<ul style="list-style-type: none"> ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant 	<p>The Artist: Find works of art, pictures, or poetry which share similar themes. This artistic representation can take the form of a power point presentation, music video, a skit, a drawing, a poster, etc. and should help us to better understand the troubled and turbulent times surrounding Vietnam.</p> <p>The Poet: Find the "poetry" (literary devices) of your song. Look for, and discuss, the important or memorable lines in the song that evoke the most emotion (confusion, anger, bitterness, sadness, sympathy, loss, love, etc).</p> <p>*****Any member of the group can choose to explain how the song is still relevant even today(if you think it still is). Make connections using specific examples from current events, popular culture, and the political climate of our times.</p> <p style="text-align: center;">Songs</p> <p>**If there is a song you would like to do that is not on this list, come and see me with your group for approval. We will choose numbers to see which group gets to pick their song first, so be sure that your group has a 1st, 2nd, and 3rd choice.</p> <ol style="list-style-type: none"> 1) "SYMPATHY FOR THE DEVIL" by The Rolling Stones 2) "FORTUNATE SON" by Creedence Clearwater Revival 3) "BORN IN THE USA" by Bruce Springsteen 4) "WHAT'S GOIN ON" by Marvin Gaye 5) "FOR WHAT IT'S WORTH" by Buffalo Springfield 6) "AMERICAN WOMAN" by The Guess Who 7) "MORE THAN A NAME ON THE WALL" by The Statler Brothers
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	<ul style="list-style-type: none"> ❖ Use text/source to show fallibility in speaker’s reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<ol style="list-style-type: none"> 8) "GIVE PEACE A CHANCE" by John Lennon 9) "GOODNIGHT SAIGON" by Billy Joel 10) "REVOLUTION" by The Beatles 11) "THE TIMES THEY ARE A-CHANGIN'" by Bob Dylan 12) "EVE OF DESTUCTION" by Barry McGuire 13) "IMAGINE" by John Lennon 14) "I FEEL LIKE I'M FIXIN' TO DIE" by Country Joe & The Fish 15) "OHIO" by Neil Young 16) "SAM STONE" by John Prine 17) "WILD IRISH ROSE" by George Jones 18) "TRAVELIN' SOLDIER" by Bruce Robinson 19) "GIMME SHELTER" by The Rolling Stones 20) "BALLAD OF THE GREEN BERETS" by Staff Sgt. Barry Sadler
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><i>The Things They Carried</i> by Tim O’Brien</p> <p>We Were Soldiers (2002 film)</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>NEA Big Read: <i>The Things They Carried</i></p> <p>Worth Its Weight: Letter Writing with <i>The Things They Carried</i></p> <p>Lost to Vietnam by Beth Taylor</p> <p>Photographs from the Vietnam War Memorial</p> <p>'How to tell a true war story': Metafiction in 'The Things They Carried.'</p>

Unit:	<i>A Streetcar Named Desire</i> by Tennessee Williams and <i>The Great Gatsby</i> by F. Scott Fitzgerald				
Timing:	Approximately eight weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	NJSLS RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.5 RI.11-12.5 RL.11-12.6 RI.11-12.6 RL.11-12.7 RI.11-12.7 RL.11-12.9 RI.11-12.8 RL.11-12.10 RI.11-12.9		NJSLS W.11-12.1A,B,C,D,E W.11.-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	NJSLS L.11-12.1.A,B L.11-12.2.A,B,C L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
	Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> How have the roles of men and women changed 	Students will be able to: <ul style="list-style-type: none"> ❖ Demonstrate an understanding of major cultural, religious, philosophical, and 		Students will read <i>The Great Gatsby</i> by F. Scott Fitzgerald, <i>A Streetcar Named Desire</i> by Tennessee William, and a selection of poems (chosen by the teacher) that elaborate on the themes and topics of the texts being studied.		

<p>throughout history?</p> <ul style="list-style-type: none"> • How do individuals and societies maintain traditions in a changing world? • How do socioeconomic status, cultural background, and gender influence a person's perspective of the world? • How do humans' primal instincts both strengthen and destroy them? • What are the consequences of pursuing overwhelming desire? 	<p>political influence on literature of a given period or culture.</p> <ul style="list-style-type: none"> ❖ Understand how literary devices help create character and conflict and contribute to the meaning of the work as a whole. ❖ Analyze how "The American Dream" is corrupted when wealth and position are considered the keys to attaining it. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details 	<p>Students will read and discuss the texts individually, in a small groups, and in a Socratic seminar setting to further their understanding of the novel, conduct research related to the book and its historical setting and report their findings to the class, keep a journal in which they will respond to assigned questions related to the text, practice vocabulary words, and create a student newspaper that incorporates their research on the Roaring 20s.</p> <p>Watch a movie version of the texts being studied and analyze how the movie interprets the texts.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Students will be asked to perform on a panel to help a group of radio listeners understand the American Dream in the 1920s by comparing and contrasting the values of F. Scott Fitzgerald's characters in <i>The Great Gatsby</i> to the values and attitudes in our culture today. As part of this assessment, students must demonstrate their ability to view life from someone's perspective other than their own and to empathize with that particular character's need for moral structure. Students must also apply these understandings to their own life now and dig deep into their own self-knowledge of how they see the world to meet the criteria of this assessment. YouTube videos can be used as models for Radio Shows or TV commercials. These videos also illustrate the 1920s beliefs, mentality, and way of life. Recommended YouTube videos:</p> <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=P3Pw18jTLK8&feature=related • http://www.youtube.com/user/Aaron1912/videos • http://www.youtube.com/watch?v=fFzZ6izllWo
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<ul style="list-style-type: none"> • In what ways does fantasy help and harm people trying to cope with reality? • How is gender related to power? 	<ul style="list-style-type: none"> ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text ❖ Critically examine the author's overall purpose and evaluate how the author 	<p style="text-align: center;"><u>Sample Assignment</u></p> <p>Essay (This assignment can be turned into a portfolio assessment with a self-reflection component) - <i>The Great Gatsby</i> Students will be asked to write a two to three page essay on the following topic: What is your American Dream? Compare and contrast your dream to the dream of a character from <i>The Great Gatsby</i> (your choice). What do our dreams reveal about us? Do you plan to make your dream come true? How? Does your character have his/her dream come true? Why or why not?</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Create a Character Journal - <i>A Streetcar Named Desire</i> Write at least four one-page journals (8.5" x 11" page, no more, no less), told from the point of view of a character in <i>Streetcar</i>. Describe the character's feelings about the events that occur during the play. Because a diary is very personal, remember to include the character's hopes, dreams, and fears. Your journals should be very creative, and include collage elements and artifacts from the characters' lives (Such as scraps of clothing, faded flowers from Blanche's dress, Stella's receipt from the hospital, Stanley's winning poker card, and so forth).</p> <p>Teach writing by using workshops, peer reviews, and revision and editing using a rubric when completing assignments two and three.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p style="text-align: center;"><u>Characterization in <i>Streetcar</i></u></p> <p>Tennessee Williams once said that he viewed the characters he created as "my little company of the faded and frightened, the difficult, the odd, the lonely." Considering the main characters in, <i>A Streetcar Named Desire</i>, explain which characters would fit these</p>
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	<p>uses various rhetorical strategies to advance that purpose</p> <ul style="list-style-type: none"> ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented. ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly 	<p>descriptions. Defend your character choices with direct references to the text.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Making the American Dream</u></p> <ol style="list-style-type: none"> 1) What does the American Dream mean to you? What do you feel is your American Dream and how do you want to end up living? 2) Is the American Dream still about living comfortably with a family or is it now about living in extreme wealth and getting to do pretty much whatever you want? Choose one and defend your reasoning. 3) How do you feel the American Dream compares to the "Dream" in other countries? In comparison to them, do we set our standard too high? Too low? In the wrong place entirely? 4) Pick a time period in American history that interests you or write about America today. Now get creative and write a "recipe" for the American Dream during that time. You must have at least 5 ingredients (you can have more and you must decide the measurements based on what type of dream you are creating). The recipe must include directions as well. Be sure to date the recipe for that time period. Find a food recipe online or in a cookbook to use as a model. See the short example below (your ingredient list should be longer and your directions more detailed).
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	<ul style="list-style-type: none">❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences❖ Prepare for discussions and read and research materials beforehand❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity❖ Engage as an active listener and participant❖ Use text/source to show fallibility in speaker's reasoning❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose❖ Know and use Standard English spelling and grammar conventions❖ Trace the etymology of words❖ Use context clues to derive word meaning (connotation, denotation, word function and position)❖ Interpret and analyze the use of figurative language within a text	
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Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	Interactive Whiteboard DVD/video player Laptops with Internet access Background notes/information <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>A Streetcar Named Desire</i> by Tennessee William A film version of both texts being studied	YouTube Videos: <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=P3Pw18jTLK8&feature=related • http://www.youtube.com/user/Aaron1912/videos • http://www.youtube.com/watch?v=fFzZ6izllWo Penguin Reader's: The Great Gatsby Cornell: Gatsby Resources NEA Teaching Gatsby Prestwick House: A Streetcar Named Desire Penguin Guide for Streetcar

Unit:	<i>Death of a Salesman by Arthur Miller</i>				
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	NJSLS W.11-12.1A,B,C,D,E W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8, W.11-12.9A,B W.11-12.10	NJSLS SL.11-12.1.A,B,CD SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	NJSLS L.11-12.1.A,B L.11-12.2.A,B,C L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2		
	Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11		
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> Which tragic situations evoke the deepest 	Students will be able to: <ul style="list-style-type: none"> ❖ Identify and discuss the universal themes in this play 		<u>Sample Assignment</u> <u>Family Ties</u>		

<p>emotions of pity and fear?</p> <ul style="list-style-type: none"> • What is the American Dream? • Who is the American Hero? • Does the protagonist have to win in order to be considered a hero? • Must a character rebel against authority in order to be considered a hero? • Does a protagonist have to experience a realization in order for an author to express 	<ul style="list-style-type: none"> ❖ Examine the realistic and expressionistic aspects of the play. ❖ Analyze Willy Loman as a tragic hero. ❖ Identify and comment on the “literary merit” of the play. ❖ Engage in a close reading of the play and support all assertions and interpretations with direct evidence from the text. ❖ Recognize and discuss how a writer’s tone, vocabulary, and pacing of writing can influence meaning ❖ Compare and relate character motivations and interactions in the novel to motivations and interactions in their own daily lives. ❖ Understand how literature gives voice to issues and themes that transcend time and place. ❖ Appreciate that the common man can be as fit a hero as royalty when he stakes his life and commits his passions to asserting his dignity. ❖ Examine how tragedy is optimistic about human nature, for it demonstrated the courage with which human beings live and die in their resistance to whatever oppression degrades them. ❖ Analyze how the dream of America as a land of opportunity for a new way of life has persisted. ❖ Make personal connections, make connection to other texts, and or/make global connections where relevant ❖ Evaluate the relationship between explicit and implicit details and how they contribute to the meaning ❖ Distinguish the difference between strong and insufficient (unreliable) details ❖ Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience and examples from the text 	<p>Read and discuss poems regarding family relationships:</p> <ul style="list-style-type: none"> • “Mother to Son” by Langston Hughes • “My Papa’s Waltz” by Theodore Roethke <p>Questions for the class after reading:</p> <ul style="list-style-type: none"> • “Mother to Son” – Is there anything about the language of the poem that seems to support the poem’s message? (Imagery, word choice...) • “My Papa’s Waltz” – How many saw this poem about a positive parent/child relationship? Negative? Why? Look at the language of the poem – Circle: positive connotation. Square: negative connotation. • What do these poems tell us about some different types of relationships between parents and children? • How much and what type of influence do you think the respective parental figures in the poems have over the children? <p>In order to become familiar with the author and his background, the class will read about Arthur Miller and the focus of his works.</p> <ul style="list-style-type: none"> • Group 1 – Tragedy and the Common Man
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<p>his/her statement on human nature?</p> <ul style="list-style-type: none"> • How does an understanding of the writer's view of nature help a reader understand the writer's philosophy about life? • Does pursuit of the American dream lead to happiness? • Does the American Dream contradict American reality? • Is it inevitable that we conform to 	<ul style="list-style-type: none"> ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Evaluate and analyze how details develop the theme/central idea ❖ Determine how the theme/central idea emerges and is refined or strengthened through key details ❖ Use strong textual support to demonstrate deeper understanding of characterization ❖ Evaluate multiple/conflicting character motivations through analysis of character dialogue and actions ❖ Evaluate simple and complex relationships and/or events and the effects on plot development ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ❖ Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text 	<ul style="list-style-type: none"> • Group 2 – Arthur Miller (Rubinstein) • Group 3 – Biography • Group 4 – Obituary <p>General questions to discuss as a class:</p> <ul style="list-style-type: none"> • Where does he get his inspiration? Answers: The Greeks, Sophocles, Ibsen, stories of the “highly placed”. He looked at Greek tragedies – he writes about the common man as they wrote about kings and princes. • What does he like to write about? Answers: He likes to write about the trials and tribulations of people. Their experiences and misfortunes. Heroes and anti-heroes – pathetic men. Moral rectitude. Finding your identity through others’ perceptions of you. Aging – how people got to be where they are. Actions have consequences – individual’s responsibilities. “The aim of each of his plays was to discover which commitment or challenge his main character would accept, and which he would walk away from. ‘Fixating on one star.’” • Are there any recurring themes in this works? What does Miller say “tragedy” really is? Answers: Tragedies and the suffering of the common man. The morality of tragedy and its lessons.
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the world and society around us?	<ul style="list-style-type: none"> ❖ Critically examine the author’s overall purpose and evaluate how the author uses various rhetorical strategies to advance that purpose ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand 	<p>Go over the historical context of the play.</p> <ul style="list-style-type: none"> • 1949 • Post WWII economy • Excess goods and production from the war • Bigger businesses are starting to appear <p style="text-align: center;"><u>Sample Assignment</u></p> <p style="text-align: center;"><u>Attention Must be Paid</u></p> <p>1) <u>The Eulogy</u>: Write a eulogy for Willy Loman from the viewpoint of any of the characters (besides Charley because he had one). Keep in mind that eulogies mention funny, sad, or important moments in the deceased’s life and the ways in which that person impacted the lives of others. Remember that the purpose of a eulogy is to honor the life of the person for whom it is written. An appropriate length for a eulogy is at least one page (double spaced).</p> <p style="text-align: center;">-Or-</p>
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	<ul style="list-style-type: none"> ❖ Collaborate with peers, and respect and promote diverse perspectives in a discussion or collaborative activity ❖ Engage as an active listener and participant ❖ Use text/source to show fallibility in speaker’s reasoning ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Speak with clear pronunciation, use correct eye contact, and adapt volume and tone to audience and purpose ❖ Know and use Standard English spelling and grammar conventions ❖ Trace the etymology of words ❖ Use context clues to derive word meaning (connotation, denotation, word function and position) ❖ Interpret and analyze the use of figurative language within a text 	<p>2) <u>The Soundtrack</u>: Construct an album of approximately six to eight songs to add a musical aspect to the play. Pay close attention to the lyrics. Write a short reflection for each song explaining why you chose it. What is the artist/band saying in the song? Which theme does the song identify with? How does the song relate to the play? Be sure to provide the lyrics and assign the songs to scenes of the play.</p>
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><i>Death of a Salesman</i> by Arthur Miller</p> <p>Film version 1985</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>The New Yorker: “Walking with Arthur Miller”</p> <p>Teaching <i>Death of a Salesman</i> with The New York Times</p> <p>Penguin Guide</p> <p>“Death of a Salesman” by Eudora Welty</p>

Unit:	<i>The Research Paper</i>				
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	NJSLS		NJSLS	NJSLS	NJSLS
	RL.11-12.1	RI.11-12.1	W.11-12.1A,B,C,D,E	SL.11-12.1.A,B,CD	L.11-12.1.A,B
	RL.11-12.2	RI.11-12.2	W.11-12.2	SL.11-12.2	L.11-12.2.A,B,C
RL.11-12.3	RI.11-12.3	W.11-12.3	SL.11-12.3	L.11-12.3.A	
RL.11-12.4	RI.11-12.4	W.11-12.4	SL.11-12.4	L.11-12.4.A,B,C,D	
RL.11-12.5	RI.11-12.5	W.11-12.5	SL.11-12.5	L.11-12.5.A,B	
RL.11-12.6	RI.11-12.6	W.11-12.6	SL.11-12.6	L.11-12.6	
RL.11-12.7	RI.11-12.7	W.11-12.8,			
RL.11-12.9	RI.11-12.8	W.11-12.9A,B			
RL.11-12.10	RI.11-12.9	W.11-12.10			
Technology		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2			
Career Ready Practices		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11			
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:		
	Students will be able to:		Teachers should begin with a recap of, but not limited to, the following:		
	<ul style="list-style-type: none"> ❖ Formulate a clear thesis that conveys a perspective on the subject of their research. 		<ul style="list-style-type: none"> • What is a research paper? 		

	<ul style="list-style-type: none"> ❖ Acquire and practice research skills, including evaluation of sources, paraphrasing and summarizing relevant information, and citation of sources used. ❖ Logically group and sequence ideas in expository writing. ❖ Organize and display information in writing, on charts, and graphs. ❖ Utilize a variety of technological and information resources (e.g., libraries, databases, computer networks, video, people) to gather and synthesize information and to create and communicate knowledge. ❖ Support inference using several examples from the text ❖ Use direct quotes, paraphrase and summarize objectively ❖ Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ❖ Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events ❖ Identify key words and evaluate figurative and connotative meaning ❖ Critically examine how word choice impacts tone ❖ Critically examine formal vs. informal tone, and develop a strong personal style appropriate for a given writing task. ❖ Integrate multimedia when appropriate and effective ❖ Use relevant and sufficient facts, definitions, details, and quotes ❖ Use sources that are appropriate to task, audience, and purpose and format and cite effectively ❖ Choose precise words and domain-specific vocabulary ❖ Use transitions to link together the major sections of the text ❖ Write a concluding paragraph or section that supports the information presented 	<ul style="list-style-type: none"> • What is its job? • How do we properly write a research paper? • What does a research paper contain? <p>It is suggested that this unit is broken up into smaller tasks, requiring students to have different due dates for each of the components they will need to cover. Similarly, teachers need to create their own rubric and guide for students.</p> <p>Here are some ways the components can be broken down:</p> <ol style="list-style-type: none"> 1) The basics 2) Thesis Statement 3) Header/footer 4) Citing a source <ul style="list-style-type: none"> • Books • Periodicals • Electronic sources • Tables/figures 5) Different types of quotes 6) Difference between paraphrasing and summarizing 7) Works Cited <p>These components can be taught by using workshops, mini lessons, peer reviews, and revision and editing throughout the marking period and the research process. Items that</p>
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	<ul style="list-style-type: none"> ❖ Decide what organization is most effective for purpose, audience, and task ❖ Understand and utilize revision techniques ❖ Use technology proficiently for production, publication, and collaboration ❖ Use various technological platforms to create and evaluate shared writing products ❖ Conduct short and more sustained research projects ❖ Synthesize and summarize information ❖ Assess whether information from reliable and authoritative sources is relevant ❖ Paraphrase correctly ❖ Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ❖ Prepare for discussions and read and research materials beforehand ❖ Organize, develop, and produce a presentation in a style appropriate to my purpose and audience and present information clearly, concisely, and logically ❖ Know and use Standard English spelling and grammar conventions 	<p>should be addressed include, but are not limited to, comma usage, semi-colon use, run-on sentences, fragments, comma splices, coordinating conjunctions, etc. Instructions and activities to teach grammar are available...</p> <ul style="list-style-type: none"> • Writer's Inc: A Student Handbook for Writing and Learning • Writer's Inc teacher's manual • Oxford Grammar Lessons • Good Grief, it's Grammar Time! • HS Grammar Quizzes <p>Grammar quizzes should be given periodically to assess student learning.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Start by showing the students a light-hearted and humorous video of how SpongeBob writes an essay</p> <p>Sponge Bob's Essay</p> <p>Use this video to lead into a discussion of the challenges that most of face when sitting down to write an essay. Having students engage in this conversation and share their common defeats with one another will help them realize they are not alone. They can also offer advice to one another suggesting how to conquer their issues.</p>
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		<p style="text-align: center;"><u>Sample Assignment</u></p> <p style="text-align: center;">Sources</p> <p>Learning how to properly source is important for a research paper. It is equally important that the students understand to make sure the material they are sharing is reliable and accurate.</p> <p>Part 1- Share the following article with the students: Are You Part of Generation Plagiarism</p> <p>After students read the article have them discuss the following from the article:</p> <p>Tell us what you think about plagiarism. Do you ever “cut and paste without attribution”? Do you consider such copying to be plagiarism and a “serious misdeed,” or not? Are students today confused over, or redefining, the concepts of authorship, integrity and originality? How do you think instructors can and should address this issue?</p> <p>After discussing this with the students remind them of your plagiarism policy and ensure they understand the consequences of their actions.</p> <p>Part 2- Schedule a trip to the school library. The students don’t understand that the librarian is there to help them. Talk with the librarian prior to your visit. She/he will be able to give the</p>
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		<p>students reliable web sources to use and show them how to access the school's databases, etc.</p> <p>Tips and Tricks for Evaluating Websites</p> <p>Finding Credible Sources Online</p> <p>Part 3- Students can use EasyBib to help them find reliable sources.</p> <p>Teachers should develop additional lessons to execute the research paper within their classroom and according to their requirements. Teachers also need to decide what they would like to assign for topics. Research topics can be chosen from, but not limited to, the following:</p> <ul style="list-style-type: none">• The 1950s• Author Study- J.D Salinger, Shakespeare, F. Scott Fitzgerald, Tennessee William• The Renaissance• Existentialism• Psychology• The American Dream• The Roaring 20s
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Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	<i>Models for Writers: Short Essays for Composition</i> 11th edition Interactive Whiteboard DVD/video player Laptops with Internet access	Oxford Grammar Lessons Good Grief, it's Grammar Time! HS Grammar Quizzes Tips and Tricks for Evaluating Websites Finding Credible Sources Online EasyBib