

# Fair Lawn Public Schools

**Fair Lawn, NJ**

**English  
12 CP**

**August**

**2017**

**Aligned to NJSL 2017  
Revised August 2014  
Developed August 2013**

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English 12 CP is an American Literature course that was developed by the Fair Lawn English Language Arts Grade 12 Team and **aligned to the Grade 11-12 New Jersey Student Learning Standards.**

# **Fair Lawn School District**

## **Committee Credits**

### **Grade 11 English Language Arts Team**

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## English 12 CP

### I. Course Synopsis

English 12 CP focuses on continuing to develop each student's competency as a reader, writer, speaker, listener, viewer and thinker. Throughout the year, students will explore a variety of texts toward the goal of cultivating and shaping their own cultural literacy. In addition, students will investigate key issues in the world today and how they relate to us and to our art and literature. The course seeks to promote an appreciation for learning that will carry over after they have graduated from high school.

The literary texts introduced in English 12 CP focuses on a broad spectrum of cultural roundedness that stresses the value of being an informed student of the past and present world and the importance of culture and one's cultural literacy within that world.

### II. Philosophy & Rationale

In that a solid grounding in cultural literacy provides students a lens onto the world, it is the goal of the English Department to provide the students in this course with an understanding of the historical/cultural/social contexts of department-selected world literature, film and music, and other information sources. Students will be expected to explore their analysis of texts by writing text-to-text and real world connections in shorter constructed responses and more argument-based claims in timed and processed essays.

In completing these tasks, it is expected that students will develop a better appreciation for literature and art and their place as an organic part of our world. A focus on higher-level teacher-directed questions and student-centered opportunity for inquiry-based reading and research support our process. Ultimately, our aim is for students to develop the skills to fulfill the requirements of the New Jersey Student Learning Standards and, in doing so, gain increased rigorous competence in reading, writing and critical thinking.

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests and assessment data.

## A. Reading Scaffolding

Based on research on reading from the past forty years, the Fair Lawn English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

### Reading More

In addition to curriculum-driven reading activities, independent reading is provided to support the various interests and learning needs of all students. Teachers facilitate student opportunities to read books-of-choice and timely texts as part of classroom curriculum and instruction. In particular, reading conferences and, at times, project-based assignments foster a meaningful reading experience with differentiated rigor.

The following questions support proficient reading reflection:

[A good reader asks...]

- What reading strategies impact comprehension?
- How does what you experience in life impact your interpretation of text?
- What additional perspectives are necessary for an enhanced understanding of the text?
- What parts of the text are most significant? Why?
- What is the author's purpose?
- What do you want to know more about?
- How is the study of academic vocabulary and vocabulary words in texts vocabulary so vital to a rigorous exploration of a text?

### Sharing Ideas about Reading

In addition to written discussion and small-group collaboration, the Fair Lawn English Department engages students in purposeful paired discussions to share and process information more effectively. The following process may be used to operationalize "Turn and Talk" (Harvey & Daniels, 2009) as part of the classroom culture.

1. Explain the importance of actively sharing our thinking with a partner.
2. Teach the practice of partner conversation by reading a short text silently and modeling turn-and-talk guidelines. Ask students to notice the following: use eye contact; listen attentively, ask follow-up questions, disagree politely, share connections, and express reactions.
3. In guided practice, ask students to report their noticings. Create a classroom anchor chart that provides expectations for partner conversation. Choose a student-friendly topic and give it a go.

4. Provide consistent opportunities for partner conversations with deliberate student pairings. Whereas some prompts may be open-ended (e.g. What do you wonder about the text?), other prompts may be more specific (e.g. What was the main character's motivation? Or, what is the most important information in the text?)

### **Explicit Instruction in Reading Strategy**

In-class reading of grade-level texts is supported by the application of reading strategies as noted in Harvey Daniels and Nancy Steineke's *Texts and Lessons for Content-Area Reading* (2010), provided to all English department members. Teachers target Tier II words (i.e. high frequency words used across content areas) and Tier III words (content-specific vocabulary words) and teach the words before they are encountered in the text. Pre-reading, during-reading, and post-reading strategies promote strategic thinking. For example, "Think Aloud" (p. 62), "Pair Reading" (p. 66), and "Text Annotation" (p.41) are explained within model lessons by Daniels and Steineke (2010). One culminating goal is to model proficient reading behaviors such as higher order questioning and an enthusiastic passion for inquiry while gradually releasing this skill work to more strategic-thinking students.

### **B. Writing Scaffolding**

Writing instruction in the Fair Lawn English Department includes a balance of student journaling, open-ended responses, and formative writing assessments. In the end, students complete summative processed and timed writing in designated writing genres. Teachers confer and write specific and individualized feedback to support revision during the writing process. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

The following questions support proficient writing reflection [A good writer asks...]:

- Why must the purpose of the writer be determined?
- What makes a piece of writing effective?
- Why is it important to have a cogent thesis statement or arguable claim?
- Why are supporting details essential in argument-based writing?
- How could voice be employed to engage the writer's audience?
- Why is it important, in terms of meaning, to use correct grammar conventions and organizational structure?

**Processed Writing Resources:**

The *Purdue Online Writing Lab (OWL)* web site (<http://owl.english.purdue.edu/>) provides explicit writing instruction to foster the writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Some important teaching points that are detailed on the OWL web site include: an introduction to prewriting, tips for writing a thesis statement, paragraphing in academic writing, and an updated MLA formatting and style guide.

The Partnership for Assessment of Readiness for College and Careers (PARCC) provides PARCC Task Prototypes and New Sample Items for ELA/Literacy. According to the PARCC site: “The samples presented here [on the site] are designed to shine a light on important elements of the CCSS and to show how critical content in the standards may appear in PARCC’s next-generation, technology-based assessments.”

The PARCC web site provides resources including standards-aligned rubrics for narrative writing and expository writing. These rubrics serve as starting points for teacher-driven writing rubrics that are created with Fair Lawn English students in mind. For example, the Fair Lawn English Department created a common midterm essay exam rubric that delineates a standards-based expectation for literary analysis with explicit expectations for student voice.

Each writing assignment is supported with a clear writing expectation as represented in a writing rubric. The Fair Lawn English Language Arts Department has adopted the following expository essay criteria (posted on the next page) in partnership with the First Year Writing Program at Montclair State University (as published on the Montclair State University First Year Writing web site for students at:

<http://www.montclair.edu/chss/first-year-writing/first-year-writing-program-students/student-writing-assessment/>). Individual teachers may present these standards in slightly different language, and their comments on student work may not address every item on this list.

### Fair Lawn English Department Writing Criteria

- **Central Claim:** The central claim (also called thesis or main point) guides both writer and readers. This central claim should be reflected—sometimes directly, sometimes indirectly—in each paragraph of a successful essay. A good central claim is not obvious; it is debatable, worthy of discussion.
- **Development:** A successful essay is rich with examples, evidence, and discussion. The writer develops—substantiates, explains, and illustrates—all of his or her points.
- **Organization:** A successful essay is one that is organized clearly and logically. A well-organized essay provides readers with an engaging opening, well-constructed paragraphs, appropriate transitional cues between paragraphs and sections, and a satisfying ending.
- **Analysis:** A successful essay demonstrates analysis, when the writer is thinking on the page. It consists of the moments when the writer connects evidence to a central claim through logic and careful reflection. Analysis is evident when a writer connects one piece of evidence with a larger phenomenon or theorizes about a specific quality. Analysis is asking and addressing questions. Analysis is discussion.
- **Clarity of Prose:** A successful essay is characterized by clarity of prose, which comes not only from demonstrated mastery of English grammar, usage, and mechanics but also from careful proofreading. Clarity is further enhanced through elegant, well-constructed sentences.

### Grade 12 Genre Focus

1st Marking Period	2 <sup>nd</sup> Marking Period	Midterm	3 <sup>rd</sup> Marking Period	4 <sup>th</sup> Marking Period	Final Exam
College Essay Academic Writing/ Authentic Assessment	Academic Writing/Independent Reading Project/Authentic Assessment	Literary Analysis Essay (Timed)	Academic Writing/Authentic Assessment	MLA Style Research Paper/Authentic Assessment	Expository Essay (Timed)
Personal Narrative and Expository Journal Writing is continuous...					

### III. Scope & Sequence

There are four thematic and genre-based units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Literary Terms, and Grammar is embedded in each unit.

Important notes about this Scope and Sequence:

- Department collaboration in cultural responsiveness is ongoing. For example, English teachers collaborate on the interests and needs of our students and make an attempt to differentiate our content and process appropriately.
- Teachers may replace one unit with a literature circle/book club or additional independent reading unit that includes individual or small-group reading conferences.
- Teachers share a department Google document of poetry resources that aligns with particular thematic units and/or core texts.

#### **Unit 1: Government (8-10 weeks):**

How does the government in the novel relate to that in society today? Core

Novel: *1984* by George Orwell

Writing Focus: Personal Narrative and Literary Analysis

#### **Unit 2: Classic Tragedy (8-10 weeks):**

What is a tragedy? What is a tragic hero? How did the two-thousand-year-old definition of the tragic hero change in the past hundred years?

Core Novel: *Oedipus Rex*, *Hamlet* or *Death of a Salesman*

Writing Focus: Academic Writing

#### **Unit 3: Conflict and War (8-10 weeks):**

How are people affected by the emotional baggage they carry?

Core Texts: *The Things They Carried* by Tim O'Brien

Writing Focus: Academic Writing

#### **Unit 4: Establishing Identity- Self Awareness and Exploration (8-10 weeks):**

Who, or what, controls our destiny?

Core Novel: *Siddhartha* by Herman Hesse

Writing Focus: MLA Research Paper

Continuous Units (These units are taught throughout the school year):

#### **Unit 5: Vocabulary**

1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students' own writing

**Unit 6: Literary Terms**

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

**Unit 7: Grammar**

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

## IV. Unit Descriptions

### Unit: Government - *1984*

#### Enduring Understanding:

*1984* offers a way to study the governmental values that our country was founded on and it also offers a study to compare our current government practices to what is ideal. Students will read excerpts from *1984* and related fiction and non-fiction readings, study the time period during which the novel was written as well as today, and explore the moral code present in that society and our current society. Throughout the unit, students will respond in writing and speaking to what they are learning; as they do so, they will learn various rules of grammar/usage and essay writing.

#### Unit Essential Questions:

1. What techniques of propaganda does the government use to manipulate its population?
2. How does the government in the novel relate to that in society today?
3. What is the importance of a free media and how is the media connected to history?
4. What is the consequence of negating identity?

#### Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u5.pdf>.

**Learning Targets / New Jersey Student Learning Standards**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Reading - Literature:**

**RL.11-12.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

**RL.11-12.6.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**RL.11-12.9.** Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

**Reading – Informational Texts:**

**RI.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Writing:**

**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- C. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6.** 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.

**Speaking and Listening:**

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.11-12.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### **Language:**

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

*Technology Standards* (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

*Career Awareness, Exploration, Preparation Standards*

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

*21<sup>st</sup> Century Content Standards* (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

**Assessments:**

- Posters/collages
- Essays
- Journals
- quizzes and unit test
- class discussion
- historical research using technology

## **Unit: Classic Tragedy/Tragic Hero – *Oedipus Rex*, *Hamlet* and *Death of a Salesman***

### **Enduring Understanding:**

A study of *Oedipus Rex*, *Hamlet* and *Death of a Salesman* is an exploration into the definition and redefining of the concept of the tragic hero, through three works written hundreds and thousands of years apart. The study of these works will help students to understand true drama, its timelessness, as well as help them understand how it applies to contemporary life.

### **Unit Essential Questions:**

1. What is the definition and the redefinition of the tragic hero?
2. What attributes make Hamlet a psychologically complex character and a true “Renaissance man”?
3. How does Willy compare to other tragic heroes that we know of?
4. What is the definition of one’s “true self”?

### **Learning Objectives:**

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at:

<http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u5.pdf>.

### **Sample lesson resource from readwritethink.org: “Drama Map”**

<http://www.readwritethink.org/classroom-resources/student-interactives/drama-30012.html>

**Learning Targets/ New Jersey Student Learning Standards**

**RL.11-12.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

**RL.11-12.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**RI.11-12.9.** Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

**RI.11-12.10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

**RI.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**RI.11-12.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and

background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- B. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- C. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6.** 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.

**W.11-12.8.** 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).

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.11-12.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

A. Spell correctly.

**L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

**L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

*Technology Standards* (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software
- 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

*Career Awareness, Exploration, Preparation Standards*

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

*21<sup>st</sup> Century Content Standards* (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

**Evidence of Learning****Assessments:**

- Class discussion/participation
- Quizzes
- Reading Checks
- Objective Tests
- Vocabulary
- Essay
- Reaction paper

## Unit: Conflict and War – *The Things They Carried*

### Enduring Understandings:

*The Things They Carried* portrays war through the eyes of participants. It gives the reader an opportunity to see the effects of war on its participants so they can reflect on their own lives and society.

### Unit Essential Questions:

1. How are people affected by the emotional baggage they carry?
2. What are the realities of war?
3. How does one's background affect their view of war and life?

### Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides "ELL Scaffolded Student Learning Objectives" at:

<http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u5.pdf>.

**Sample lesson resource from readwritethink.org: "Worth Its Weight: Letter Writing with *The Things They Carried*"**

<http://www.readwritethink.org/classroom-resources/lesson-plans/worth-weight-letter-writing-1061.html>

### Learning Targets/ New Jersey Student Learning Standards

**RL.11-12.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

**RL.11-12.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6.** 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.

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles

as needed.

- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

*Technology Standards* (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software
- 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

*Career Awareness, Exploration, Preparation Standards*

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

*21<sup>st</sup> Century Content Standards* (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

**Evidence of Learning****Assessments:**

- Journals
- Class discussion/participation
- Quizzes
- Test
- Vocabulary
- Translations
- Critiques
- Literary analytical paper
- Short answer responses
- Cooperative learning activities
- Chapter questions

## Unit: Hero's Journey - *Siddhartha*

### Enduring Understanding:

*Siddhartha* is an excellent depiction of the archetypal Hero's Journey. This is important particularly for seniors who will be crossing a "threshold" and embarking on their own "journey" at year's end.

### Unit Essential Questions:

1. Who, or what, controls our destiny?
2. In what ways is a person's life journey spiritual or materialistic?

### Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides "ELL Scaffolded Student Learning Objectives" at:

<http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u5.pdf>.

**Sample lesson resource from [readwritethink.org](http://www.readwritethink.org): "Preparing for the Journey: An Introduction to the Hero Myth" <http://www.readwritethink.org/classroom-resources/lesson-plans/preparing-journey-introduction-hero-1152.html>**

**Learning Targets/ New Jersey Student Learning Standards**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Reading - Literature:**

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

**Range of Reading and Level of Text Complexity**

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

**Reading – Informational Texts:**

**RI.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Writing:**

**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- D. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6.** 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.

### **Speaking and Listening:**

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.11-12.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Language:**

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- B. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- C. Observe hyphenation conventions.
- D. Spell correctly.

*Technology Standards* (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software
- 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

*Career Awareness, Exploration, Preparation Standards*

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- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

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- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
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- 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

**Evidence of Learning****Assessments:**

- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – Double Entry Journals
- Reading Comprehension Quizzes
- Pre and Post Tests
- Vocabulary
- Synthesis Paper
- Analysis and Interpretations of Literary Critiques
- Creative Work
- Presentations

## V. Course Materials

### IV. List of Texts:

#### Core Texts:

- *Oedipus Rex* by Sophocles
- *Hamlet* by William Shakespeare
- *The Things They Carried* by Tim O'Brien
- *Death of a Salesman* by Arthur Miller
- *Siddharta* by Hermann Hesse
- *1984* by George Orwell

**\* Additional texts have been listed below. These texts can be supplemented for one of the curriculum units based on student interest. These supplemental texts will aid the teacher to better support the needs of his or her students, while simultaneously verifying educational scaffolding and the completion of all required content in the curriculum in a timely manner. All noted texts must synthesize with overall themes and structure of the Grade 12 CP curriculum.**

- Additional Reading Texts
  - *Antigone*
  - *Medea*
  - *Our Town*
  - *Into the Wild*
  - *Girls Guide to Hunting and Fishing*
- Viewing Selections\*
  - Charlie Chaplin's *City Lights*
  - Frank Capra's *Mr. Smith Goes to Washington*
  - Orson Welles's *Citizen Kane*
  - Stanley Donen and Gene Kelly's *Singin' in the Rain*
  - Alfred Hitchcock's *North by Northwest*
  - Federico Fellini's *La Strada*
  - Billy Wilder's *Some Like It Hot*
- Listening Selections\*
  - Stephen Foster, "Jelly Roll" Morton, and Scott Joplin
  - Igor Stravinsky's *Rite of Spring*
  - John Cage's *4'33"*
  - Pink Floyd's *Dark Side of the Moon*

- Musical selections from Irving Berlin, Cole Porter, Richard Rodgers and Lorenz Hart, George and Ira Gershwin, Jerome Kern, Kurt Weill and Bertolt Brecht, and Stephen Sondheim
- Musical selections from Duke Ellington, Louis Armstrong, Billie Holiday, Miles Davis, and John Coltrane
- Musical selections from Bob Dylan and The Beatles
- Supplemental Works
  - *Times of Change (Literature and Thought)*
  - *To Be a Hero (Literature and Thought)*
  - *The Atomic Bomb (A Historical Reader)*
  - *The Challenge of Terrorism (A Historical Reader)*
  - *In Country*
  - *Contemporary Short Stories*
  - *Bedford Anthology of Poetry*
  - *Upfront (NY Times/Scholastic)*
  - *Teen Newsweek (Newsweek)*
  - *Vocabulary Power Plus for the SAT*
  - *Vocabulary Workshop*
  - *Write Source*
  - *Oedipus Rex* (film)
  - *Hamlet* (film)
  - Joseph Campbell's *The Power of Myth* (video)
  - *Our Town* (film)
  - *Top Hat*
  - *Oklahoma!* (film)
  - *Death of a Salesman* (film)
  - *Groundhog Day* (film)
  - *Pather Panchali* (film)
  - *The United States of Poetry* (film)

## VI. Assessments

### Formative Assessments

- Vocabulary Practice
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Journal Prompts – with Double Entry Journals
- Essay Drafts
- Reading Comprehension Quizzes with Reading Checks for Annotation and/or Notes
- Pretests

### Summative Assessments

- Vocabulary Quizzes
- Processed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Unit Tests
- Timed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- MLA Research Paper
- Independent Reading Project
- Projects
- Presentations

## VII. Interdisciplinary Connections and Alignment to Technology standards

### English/Media Arts

Students choose books for independent reading projects in collaboration with the high school media specialist.

Technology-based process supports the construction of the MLA-research paper. This includes a media-driven lesson on acceptable academic sources and computer-based production of a formal research paper.

The Fair Lawn High School Library supports the college application essay summer writing assignment ([www.fairlawnschools.org/summer](http://www.fairlawnschools.org/summer)) through a resource page: <http://flhs.org/flhslibrary/63-summer-reading/199-college-essay-writing>.