

**Boonton School District**

<b>Course Title:</b>	World Literature- Pull Out Replacement	<b>Grade Level(s)</b> :	<b>12</b>		
<b>Curriculum Area / Level:</b>	English	<b>Credits:</b>	<b>5</b>		
<b>Course prerequisites and/or co-requisites:</b>	British Literature- Pull Out Replacement				
<b>Course Description:</b>	This course will provide exposure to the literature of different world cultures. This course will focus on literature from the Ancient World, Japanese and Chinese, Middle Eastern, African, Russian, and European cultures. Throughout the year, students will read a variety of genres ranging from graphic novels, novels, drama, poetry, short stories, and nonfiction. Students will be completing various research assignments for the different cultures and examine the connections between the history, culture, and literature. In addition, complete writing assignments, essays, presentations, interviews, debates, and hands on projects to show mastery of the materials presented.				
<b>Created by:</b>	Amanda Fuller	<b>Date:</b>	8/4/16	<b>BOE Approval</b>	9/26/16
<b>District Equity Statement:</b>	As required by state law, it is the policy of Boonton School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap in its educational programs or activities and to maintain a learning environment that is free from sexual harassment. Courses of study and instructional materials shall be designed and selected in order to eliminate discrimination and promote understanding, sex equity, and mutual respect among people. No course offering, including but not limited to physical education, health, technology education, vocational, home economics, music and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap. Furthermore, there shall be no discrimination against students as to any educational activity or program because of pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family or marital status. If a student requests to be excluded or a physician certifies that such is necessary for her physical, mental, or emotional well-being, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.				

<b>Division of Umbrella &amp; Mini Units</b>	
<p><b>Umbrella Unit 1: Literature of the Ancient World</b></p> <ul style="list-style-type: none"> <li>• College essay unit to carry over until all students have a college essay submitted to college of their selection. Essays may undergo multiple revisions before completed.</li> </ul>	<p><b>Mini Unit(s):</b></p> <p>1A. Reaction Paper</p> <p>1B. Folklore, Fables, &amp; Heroes</p> <p>1C. Oedipus Rex</p> <p>1D. College Essay/ Resume Writing</p>
<p><b>Umbrella Unit 2: Literature of the East and Far East</b></p>	<p><b>Mini Unit(s):</b></p> <p>2A. Life of Pi</p> <p>2B. The Joy Luck Club</p> <p>2C. Japanese Poetry- Tanka and Haiku</p>
<p><b>Umbrella Unit 3: Literature of the European Transition, Middle East, and Africa</b></p> <ul style="list-style-type: none"> <li>• Accuplacer unit to carry over into MP4 in preparation for students taking the exam.</li> </ul>	<p><b>Mini Unit(s) :</b></p> <p>3A. Julius Caesar</p> <p>3B. Persepolis</p> <p>3C. African Literature</p> <p>3D: Accuplacer Unit</p>
<p><b>Umbrella Unit 4: Realism/ Modernism</b></p>	<p><b>Mini Unit(s):</b></p> <p>4A. A Doll's House</p> <p>4B. Night</p> <p>4C. Kafka and the Metamorphosis</p>

<b>UMBRELLA UNIT 1</b>	
<b>Title:</b>	Literature of Ancient World
<b>Duration:</b>	9 Weeks
<b>Essential Questions:</b>	<ol style="list-style-type: none"> <li>1. How are we victims of fate, or do we choose our own destiny?</li> <li>2. How do religious beliefs shape the behaviors of literary figures?</li> <li>3. How can having excessive pride impact those around us?</li> <li>4. How can reading texts help us explore human relationships?</li> <li>5. How can personal tragedy impact the behavior of a character?</li> <li>6. Why do we retell fables, folktales and myths?</li> <li>7. Why is it important to figure out the author's message, lesson or moral?</li> <li>8. How do the key details help us to understand the author's message?</li> </ol>
<b>Summative Assessments: (Assessment at the end the learning period)</b>	Literature reflection journal Rubrics Literature circles Debates Document based response Essays Tests Benchmark
<b>Formative Assessments: (Ongoing assessments during the learning period)</b>	Essays/compositions Reports Exit ticket Observation Journal entries Discussions Notebook Assignments

	Peer evaluation Homework Observations
<b>Differentiation:</b>	Students may be assisted through adjustments to assignments deemed necessary as per the individual student's IEP. Worksheets and presentations materials may be modified spatially with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one to one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior knowledge
<b>TECHNOLOGY STANDARD (STANDARD 8)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
	8.1, 8.2
<b>21ST CENTURY LIFE AND CAREER (STANDARD 9)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
	9.1.12.A.1-4

<b>MINI UNIT 1A</b>	
<b>Title:</b>	Reaction Paper
<b>Duration:</b>	2 Weeks
<b>Overview:</b>	Once per marking period, students will be given a current event to read, summarize and react to. These readings will be pre-selected by the instruction, or through student suggestion. Students will read and annotate the given text. Students will come prepared to class to discuss the content and meaning of text. Students will express their opinions and construct a thesis, which will be the basis for their reaction paper. Students will be given a week and a half to complete a reaction essay. A structure for writing the essay will be provided.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
The format of a reaction paper and the difference between summary and reaction writing.	NJSLS.RI.11-12.1 NJSLS.RI.11-12.2 NJSLS.RI.11-12.3 NJSLS.RI.11-12.10
The steps of the revision/editing process.	NJSLS.W.12.5
The difference between summarizing and paraphrasing.	NJSLS.RI.11-12.1 NJSLS.RI.11-12.2 NJSLS.RI.11-12.3 NJSLS.RI.11-12.10
The main point of the text they are writing about.	NJSLS.W.11-12.1 NJSLS.W.11-12.2
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Read non fiction text and summarize the main points, and express a related opinion of the main theme of the work.	NJSLS.RI.11-12.1-10 NJSLS.SL.11-12.1 NJSLS.SL.11-12.2

	NJSLS.SL.11-12.3 NJSLS.SL.11-12.4 NJSLS.L.11-12.1-6
Draft, revise, and edit an essay that is as error free as possible.	NJSLS.W.11-12.1 NJSLS.W.11-12.2 NJSLS.W.11-12.3 NJSLS.W.11-12.4 NJSLS.W.11-12.5 NJSLS.W.11-12.6 NJSLS.W.11-12.9 NJSLS.W.11-12.10
Read, highlight, and annotate article.	NJSLS.RI.11-12.1-10 NJSLS.SL.11-12.1-4 NJSLS.L.11-12.1-6
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
The importance of understanding and expressing their opinions about important current social topics.	NJSLS.RI.11-12.10 NJSLS.RL.11-12.10 NJSLS.W.11-12.10
<b>Resources Mini Unit 1A:</b>	Teacher selected non fiction text ( approx 1-3 pages in length)

<b>MINI UNIT 1B</b>	
<b>Title:</b>	Folklore, Fables, and Heroes
<b>Duration:</b>	2-3 Weeks
<b>Overview:</b>	This unit will allow students to read a variety of myths, legends and fables, with an emphasis on the Greek Gods, in preparation for reading <i>Oedipus Rex</i> . Students will interpret, analyze and discuss various myths from a wide range of cultures. Students will then write their own myth and present it orally to the class.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
Characteristics of myths, fables, and legends.	NJSLS.RL.11-12.1-10 NJSLS.RI.11-12.1-10
The connection between the myth and the historical perspective of the writers.	NJSLS.RL.11-12.1-10 NJSLS.RI.11-12.1-10 NJSLS.W.11-12.9
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Compose a myth, legend, or tall tale.	NJSLS.W.11-12.3-10
Identify characteristics of fables.	NJSLS.RL.11-12.1-10 NJSLS.RI.11-12.1-10
Compare and contrast one author's presentation of events with that of another.	NJSLS.RL.11-12.1 NJSLS.RL.11-12.2 NJSLS.RL.11-12.3 NJSLS.RL.11-12.5 NJSLS.RL.11-12.7
Comprehend and analyze themes of myths.	NJSLS.RL.11-12.1 NJSLS.RL.11-12.2 NJSLS.RL.11-12.3

Identify the characteristics of a hero.	NJSLS.RL.11-12.1-10 NJSLS.RI.11-12.1-10
Read and compare and contrast myths, legends, and tall tales from a variety of countries.	NJSLS.RL.11-12.1-10
Evaluate a character who matches the criteria of the qualities of a hero.	NJSLS.RL.11-12.1 NJSLS.RL.11-12.2 NJSLS.RL.11-12.3 NJSLS.RL.11-12.5 NJSLS.SL.11-12.1
Write their own myth using characteristics learned in class, but a moral lesson/philosophy of their own.	NJSLS.W.11-12.3-10
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
Folklore, myths, legends, and tales reveal information about different world cultures.	NJSLS.RL.11-12.10 NJSLS.W.11-12.10
Folklore provides a limited view of culture, but share a common theme and structure.	NJSLS.RL.11-12.10 NJSLS.W.11-12.10
Fables teach moral lessons.	NJSLS.RL.11-12.1 NJSLS.RL.11-12.2
The literary hero/heroine always overcomes a flaw.	
Different creation myths reflect characters of the individuals and societies from which they were created.	NJSLS.RL.11-12.10 NJSLS.W.11-12.10
Literature can be used to explore human relationships, new ideas, and aspects of culture.	NJSLS.RL.11-12.1-10
<b>Resources Mini Unit 1B:</b>	Creation myths of other world cultures Holt Elements of World Literature, Collection 1 D'Aulaires' Book of Greek Myths



<b>MINI UNIT 1C</b>	
<b>Title:</b>	The Tragic Hero and Oedipus Rex
<b>Duration:</b>	3 Weeks
<b>Overview:</b>	In this unit students will learn about Greek Theater, Sophocles, the myth of Oedipus, and determine what qualities make a tragic hero. Students will read the play and focus on its plot structure and characterization of Oedipus. By the end of this unit students will compose an essay arguing that Oedipus is a tragic hero.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
The importance of character and plot in interpreting drama.	NJSLS.RI.11-12.1
Detailed information about Greek Drama, Sophocles, and the definition of a tragic hero.	NJSLS.RL.11-12.1-4 NJSLS.RL.11-12.10
The importance of Greek Gods in literature.	NJSLS.RL.11-12.1-4 NJSLS.RL.11-12.10 NJSLS.RI.11-12.1-4
The importance of honor in Greek culture.	NJSLS.RL.11-12.1-4 NJSLS.RL.11-12.10 NJSLS.RI.11-12.1-4
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Define epic/epic/tragic hero.	NJSLS.RL.11-12.4
Understand beliefs about the power of fate to determine individual destiny.	
Identify and analyze characteristics of epic/tragic hero.	NJSLS.RL.11-12.1-4

Compose essay that analyzes Oedipus Rex as a tragic hero.	NJSLS.W.11-12.1 NJSLS.W.11-12.4-6 NJSLS.W.11-12.9
Write a formal essay using the writing process and MLA format.	NJSLS.W.11-12.1 NJSLS.W.11-12.4-6 NJSLS.W.11-12.9,10 NJSLS.L.11-12.1,2
Read, take notes about the tragic hero as it relates to Oedipus.	NJSLS.RL.11-12.1-4 NJSLS.RL.11-12.10
Recognize and understand dramatic irony.	NJSLS.RL.11-12.1-4 NJSLS.L.11-12.4-6
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
The beliefs, values, and patterns of behavior of the ancient Greeks had a great influence on the course of Western history and literature.	
The importance of “ the tragic hero.”	NJSLS.RL.11-12.1-4
Word choice has an influence on the impact of rhetorical devices.	NJSLS.L.11-12.4-6 NJSLS.RL.11-12.5,6
<b>Resources Mini Unit 1C:</b>	<i>Oedipus Rex</i> Various informational text to be selected by the instructor Selected clips from <i>Oedipus Rex</i> play- film adaptation

<b>MINI UNIT 1D</b>	
<b>Title:</b>	College Essay and Resume Writing
<b>Duration:</b>	Ongoing for MP 1 and 2
<b>Overview:</b>	Students will be provided with information on what makes a college essay and resume stand out from the rest. Students will be assessing themselves through reflection on their successes/goals, and obstacles through journaling. By the end of this unit students will have selected an essay prompt, drafted an admissions essay, and resume, and completed the writing process to submit for a final grade. Students will complete this unit with a polished college essay and resume that will be ready to send off the college/employer of his or her choice.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
The elements of a college essay and resume.	NJSLS.RI.11-12.1-4 NJSLS.RI.11-12.10
Examples of good college essays and resumes.	NJSLS.RI.11-12.1-4 NJSLS.RL.11-12.1-4
Examples of essays and resumes that need improvement.	NJSLS.RI.11-12.1-4 NJSLS.RL.11-12.1-4
Specific college essay topics.	CCR.12.1,2,4,10
Specific “buzz words” to use in college essays and resume writing.	NJSLS.L.11-12.3 NJSLS.L.11-12.4 NJSLS.L.11-12.6
The importance of revision and editing when submitting the final product.	NJSLS.W.11-12.1-6 NJSLS.W.11-12.9

<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Write routinely on a given journal assignment.	NJSLS.W.11-12.2 NJSLS.W.11-12.3 NJSLS.W.11-12.4 NJSLS.W.11-12.10
Complete a self- analysis from which qualities will be selected to include in the essay.	NJSLS.W.11-12.2 NJSLS.W.11-12.8 NJSLS.W.11-12.9
Select an appropriate college essay topic.	NJSLS.W.11-12.2
Draft a college essay that stays on topic, is interesting to read, and illustrates qualities each student has to help in the admissions process.	NJSLS.W.11-12.1-6 NJSLS.W.11-12.9
Draft a resume that highlights qualities of student qualifications.	NJSLS.W.11-12.1-6 NJSLS.W.11-12.9
Revise and edit their essays so that it is interesting to read and is as error free as possible.	NJSLS.W.11-12.1-6 NJSLS.W.11-12.9
Submit essay to one or more university/college.	
Submit resume to one or more employer.	
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
The workings of the college application and resume selection process.	NJSLS.RI.11-12.10
The importance of the college essay in this process.	NJSLS.RL.11-12.10
The importance of self reflection and formulation of life goals and objectives.	NJSLS.W.11-12.2

<b>Resources Mini Unit 1D:</b>	Examples of college essays Examples of resumes Various web resources on “how to” write a resume and college essay
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<b>UMBRELLA UNIT 2</b>	
<b>Title:</b>	Literature of the East and Far East
<b>Duration:</b>	9 Weeks
<b>Essential Questions:</b>	<ol style="list-style-type: none"> <li>1. What Skills are necessary to complete an oral presentation, how might one disconcert what skills are needed to improve speaking skills and how improvement might be made?</li> <li>2. How did the writers of Haiku and Tanka apply the characteristics of poetry to their lives?</li> <li>3. What does it mean to seek truth? To seek God? To seek happiness?</li> <li>4. Can different faiths coexist? Are different faiths merely alternative paths to the same destination?How do challenges impact faith?</li> <li>5. How can we be sure of the truth when we are inherently limited by our individual perception of the world?</li> <li>6. How does perspective affect our understanding of truth?</li> <li>7. Why are humans motivated to live a full life when we all know we are destined to die?</li> <li>8. What is the purpose of telling stories that are not true?</li> <li>9. How has your family’s history affected your life? How will your life affect your family’s history?</li> <li>10. What does your family dream of for you? What do you want for yourself? What happens when these conflict?</li> </ol>
<b>Summative Assessments: (Assessment at the end the</b>	Literature reflection journal Rubrics Literature circles Debates

<b>learning period)</b>	Document based response Essays Tests Benchmark
<b>Formative Assessments: (Ongoing assessments during the learning period)</b>	Essays/compositions Reports Exit ticket observation Journal entries Discussions Notebook Assignments Peer evaluation Homework Observations
<b>Differentiation:</b>	Students may be assisted through adjustments to assignments deemed necessary as per the individual student's IEP. Worksheets and presentations materials may be modified spatially with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one to one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior knowledge.
<b>TECHNOLOGY STANDARD (STANDARD 8)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
	<b>8.1,8.2</b>
<b>21ST CENTURY LIFE AND CAREER (STANDARD 9)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
	<b>9.1.12.A.1-4</b>

MINI UNIT 2A	
<b>Title:</b>	Life of Pi
<b>Duration:</b>	4 Weeks
<b>Overview:</b>	This novel has a strong cultural setting, strong character development, many didactical themes that can be analyzed and argued against, and provides a large base for student inquiry projects. Through his use of storytelling, students are able to capture the essential elements included in the Literature of the Far East. This unit will allow students to make connections between the novel and their real life communities by completing various research and self reflection assignments.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Major concepts Buddhism, Hinduism, Judaism philosophy.	
The plot and character development of the novel <i>Life of Pi</i> .	NJSLS.RL.11-12.1-4
The significance of using slang.	NJSLS.RL.11-12.1-4 NJSLS.L.11-12.3-6
The importance of names.	NJSLS.RL.11-12.1-4 NJSLS.L.11-12.3-6
Point of view.	NJSLS.RL.11-12.1-5

<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Create visual representations given a selected passage.	NJSL.S.RL.11-12.1-4 NJSL.S.SL.11-12.4-6
Synthesize a characterization of Pi, and make a text to self connection.	NJSL.S.RL.11-12.1-4 NJSL.S.W.11-12.2 NJSL.S.W.11-12.4 NJSL.S.L.11-12.9
Read the novel, Life of Pi, and comprehend the events of the novel as well as the development of the major characters.	NJSL.S.RL.11-12.1 NJSL.S.RL.11-12.4 NJSL.S.RL.11-12.10
Connect specific religious ( Buddhist, Hindu, and Judaism) concepts to the events of the novel.	NJSL.S.RL.11-12.1-7 NJSL.S.RL.11-12.10 NJSL.S.RI.11-12.1-7
Compose 140-character summaries and/ or dramatized scenes.	NJSL.S.RL.11-12.1-4 NJSL.S.L.11-12.9 NJSL.S.L.11-12.10
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
Tolerance of cultures and religions . Diversity exists both in lived religion and religious traditions in their own communities in the 21st century.	
How using a text and the author’s words to create visual meaning for a reader.	NJSL.S.L.11-12.3 NJSL.S.L.11-12.6 NJSL.S.SL.11-12-4.4
One can use his own merits to rise above his environment and gain respect without losing identity.	



<p>You do not need to lose your individuality in order to gain acceptance from others, even your family is only part of your identity.</p>	
<p><b>Resources Mini Unit 2A:</b></p>	<p>Tiger, Tiger” by William Blake “Tiger on a Tree” by Anushka Ravishankar “Friends: True Stories of Extraordinary Animal Friendships” by Catherine Thimmesh “117 Days Adrift” by Maurice Bailey “To Build a Fire” by Jack London “Open Boat” by Stephen Crane Various informational texts to support themes Film adaptation to supplement text</p>

<b>MINI UNIT 2B</b>	
<b>Title:</b>	The Joy Luck Club
<b>Duration:</b>	4 Weeks
<b>Overview:</b>	This unit will develop students' reading, writing, language, and critical thinking skills while also allowing them the opportunity to discover a new culture and make the connection to their own lives. students will have a deeper understanding and appreciation for Chinese culture and heritage as well as a deeper sense of tolerance for, not only people in the world, but for people in their own families. These unit goals will be met through a series of activities and assignments all centered around and related to Amy Tan's <i>The Joy Luck Club</i> .
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
The different kinds of didactic literature	NJSLS.RL.11-12.10
Elements of a story	NJSLS.RL.11-12.1-4
Point of view	NJSLS.RL.11-12.1-4
Historical background and context	NJSLS.RI.11-12.1-4,10
Author bio information	NJSLS.RI.11-12.1-4,10
Chinese culture and traditions	NJSLS.RI.11-12.1-4,10
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Compare and summarize themes across text.	NJSLS.RL.11-12.1-4,7,10 NJSLS.RI.11-12.1-4,7,10
Use point of view to draw conclusions about the author/text.	NJSLS.RI.11-12.1-4,10 NJSLS.RL.11-12.1-4,10

Demonstrate their final understandings of the novel's central conflicts and themes by creating a collage or multi-media art piece that represents the cultural conflict.	NJSLS.RI.11-12.1-4,10 NJSLS.RL.11-12.1-4,10
Compare and contrast the similarities and differences between certain Chinese and American ideals and values.	NJSLS.RI.11-12.1-4,10 NJSLS.RL.11-12.1-4,10
Synthesize information presented in different formats to generate a coherent understanding of an issue.	NJSLS.RI.11-12.1-4,10 NJSLS.RL.11-12.1-4,10
Read and annotate a novel for important literary devices and theme development.	NJSLS.RL.11-12.1-10
Exchange information to advance a discussion and to build on the input of others using the questions: What does your family dream of for you? What do you want for yourself?	NJSLS.SL.11-11-12.1 NJSLS.SL.11-11-12.2 NJSLS.SL.11-11-12.6
Interview people to obtain greater understanding of a subject through another person's experience.	NJSLS.SL.11-11-12.1 NJSLS.SL.11-11-12.3 NJSLS.SL.11-11-12.4 NJSLS.SL.11-11-12.6
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
The purposes of didactic literature.	NJSLS.RL.11-11-12.10
The generation gap can sometimes make communication between people difficult.	NJSLS.SL.11-11-12.6
An individual's family and culture influence his/ her identity.	
<b>Resources Mini Unit 2B:</b>	Joy Luck Club novel Joy Luck Club film adaptation ( clips to be used- permission slips needed) Various informational text

<b>MINI UNIT 2C</b>	
<b>Title:</b>	Japanese Poetry- Tanka and Haiku
<b>Duration:</b>	Ongoing throughout MP 2
<b>Overview:</b>	This unit will run throughout the marking period. This unit will give students an understanding of how to read poetry and how to analyze it through a figurative and literal lens. Students will gain a background of Japanese poetry forms: tanka and haiku. After learning background, and reading and analyzing a variety of both tanka and haiku poems students will conclude the unit by writing a collection of tanka and haiku of their own. Students will have the option to orally share their work in a poetry reading session during class time.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
The structure of a haiku and tanka.	NJSLS.RI.11-12.1-4
The difference between haiku and tanka.	NJSLS.RI.11-12.1-4
Background information on Japanese Literature.	NJSLS.RI.11-12.1-4
The procedure for poetry analysis.	NJSLS.W.11-12.1 NJSLS.W.11-12.2
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Identify and evaluate diction in poetry.	NJSLS.L.11-12.3-6 NJSLS.RL.11-12.3-5
Describe and compare moods in tanka poems.	NJSLS.L.11-12.3-6 NJSLS.RL.11-12.1-7
Cite specific images or language from the tanka.	NJSLS.L.11-12.3-6 NJSLS.RL.11-12.1-5

Identify and analyze imagery in poetry.	NJSLS.L.11-12.3-6 NJSLS.RL.11-12.1-7
Interpret details to determine a poem's mood.	NJSLS.L.11-12.3-6 NJSLS.RL.11-12.1-7
Write their own poems utilizing one or both forms of haiku/tanka.	NJSLS.W.11-12.2 NJSLS.W.11-12.4-6 NJSLS.W.11-12.10
Present their poems visually through computer/artistic embellishment of their work.	NJSLS.L.11-12.1-3 NJSLS.L.11-12.5 NJSLS.L.11-12.6 NJSLS.SL.11-12.1-3 NJSLS.SL.11-12.5 NJSLS.SL.11-12.6
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
Tanka poets use imagery to capture a moment and convey a specific emotion, insight, or observation.	NJSLS.L.11-12.3-6 NJSLS.RL.11-12.5,4
Haiku poets use vivid images to capture a moment in a particular season and make observations about nature.	NJSLS.L.11-12.3-6 NJSLS.RL.11-12.5,4
In poetry, imagery and figurative language help convey theme.	NJSLS.L.11-12.3-6 NJSLS.RL.11-12.5,4
Express themselves through poetry.	NJSLS.W.11-12.10
<b>Resources Mini Unit 2C:</b>	Holt elements of World Literature, collection 3 Various online sources of Japanese Tanka and Haiku

<b>UMBRELLA UNIT 3</b>	
<b>Title:</b>	Literature of the European Tradition, Middle East, and Africa
<b>Duration:</b>	9 Weeks
<b>Essential Questions:</b>	<ol style="list-style-type: none"> <li>1. How do words convey precise meaning?</li> <li>2. How do we form our beliefs in life? Are they set in stone or constantly changing?</li> <li>3. How does a person survive in and make sense of a conflicted world? In what ways must you change, and in what ways must you stay the same.</li> <li>4. What does it mean to be free? How far do you go to protect your freedom?</li> <li>5. How can fear influence one's actions?</li> <li>6. How does the relationship between parent and child impact an individual?</li> <li>7. How relevant are the themes of power seen in Julius Caesar, Persepolis, and the selections of African Literature to our modern political/social world?</li> <li>8. How do current events within a culture impact "you"?</li> </ol>
<b>Summative Assessments: (Assessment at the end the learning period)</b>	Literature reflection journal Rubrics Literature circles Debates Document based response Essays Tests Benchmark
<b>Formative</b>	Essays/compositions

<b>Assessments: (Ongoing assessments during the learning period)</b>	Reports Exit ticket observation Journal entries Discussions Notebook Assignments Peer evaluation Homework Observations
<b>Differentiation:</b>	Students may be assisted through adjustments to assignments deemed necessary as per the individual student's IEP. Worksheets and presentations materials may be modified spatially with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one to one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior knowledge.
<b>TECHNOLOGY STANDARD (STANDARD 8)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
	<b>8.1, 8.2</b>
<b>21ST CENTURY LIFE AND CAREER (STANDARD 9)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
	<b>9.1.12.A.1-4</b>

<b>MINI UNIT 3A</b>	
<b>Title:</b>	Julius Caesar & Shakespearean Sonnets
<b>Duration:</b>	4 Weeks
<b>Overview:</b>	Students will be provided with a brief introduction to the Renaissance literary period. Students will read and analyze Shakespeare's sonnets, as well as compose their own. Students will read the tragedy of <i>Julius</i> . By the end of the unit students will determine what makes a good leader and write a literary analysis on who was the best/worst leader in the play.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
Characteristics of different types of sonnets.	NJSLS.RI.11-12.1,4,10 NJSLS.RL.11-12.1,4,10
Characteristics of Renaissance literature.	NJSLS.RL.11-12.1-4 NJSLS.RL.11-12.10
Determine the figurative meaning of Shakespeare and other sonnets.	NJSLS.W.11-12.3-10 NJSLS.L.11-12. 3-6
The historical context for Julius Caesar.	NJSLS.RI.11-12.1-4,10
The plot and character development in <i>Julius Caesar</i> .	NJSLS.W.11-12.1 NJSLS.W.11-12.2 NJSLS.W.11-12.10
Qualities of a leader.	
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>



Determine the figurative meaning of Shakespeare and other sonnets.	NJSLS.W.11-12.3-10
Compose a sonnet.	NJSLS.SL.11-12.1 NJSLS.SL.11-12.2 NJSLS.SL.11-12.6 NJSLS.W.11-12.10 NJSLS.L.11-12.1-6
Read and synthesize information from informational and literary texts.	NJSLS.RI.11-12.1-7,10 NJSLS.RL.11-12.1-7,10
Relate historical background to the drama.	NJSLS.RI.11-12.1-7,10
Answer questions to demonstrate their knowledge and understanding of the main events and characters in <i>Julius Caesar</i> as they relate to the author's theme development.	NJSLS.RL.11-12.1-7,10
Use class notes to write a literary analysis,	NJSLS.W.11-12.3-10
Evaluate characters in the play on the basis of being a good leader.	NJSLS.SL.11-12.1 NJSLS.SL.11-12.3 NJSLS.SL.11-12.6 NJSLS.L.11-12.1-6
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
Will gain an appreciation for the art of poetic form by understanding how to write a sonnet.	NJSLS.W.11-12.10
The qualities needed to be a good leader.	
Whether or not specific characters and/or historical figures are good leaders or not.	NJSLS.RL.11-12.10 NJSLS.RI.11-12.10 NJSLS.W.11-12.10

Good notes are needed for a successful literary analysis.	NJSLS.W.11-12.10
Political struggles for power within a government are a part of any historical era, not just in modern times.	
<b>Resources Mini Unit 3A:</b>	Holt Elements of World Literature, collection 5 Shakespeare's play Julius Caesar - No Fear Shakespeare Julius Caesar film Various informational texts

<b>MINI UNIT 3B</b>	
<b>Title:</b>	Persepolis
<b>Duration:</b>	3 weeks
<b>Overview:</b>	This unit gives students the opportunity to understand the history and culture of the middle east. Students will be able to look at the culture and history of Iran, the culture of women and Islam in the Middle east, and the form of a graphic novel. Students will be able to explore their own identities and notions of culture, gender, and genre. By the end of this unit students will complete a research project, which will then be compiled into a classroom newspaper.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
Parts of a graphic novel and memoir.	NJSLS.L.11-12.3,4 NJSLS.RL.11-12.1,4
History of Iran.	NJSLS.RI.11-12.1-4,10
Background of Islamic Revolution.	NJSLS.RI.11-12.1-4,10
Vocabulary and conceptual terms.	NJSLS.L.11-12.3-6

Muslim religion/politics.	NJSLS.RI.11-12.1-4,10
Change in Islamic culture and tradition through history.	NJSLS.RI.11-12.1-4,10
Orientalism.	NJSLS.RI.11-12.1-4,10
Eastern and Western Symbols.	NJSLS.RI.11-12.1-4,10
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Assess the impact of visual elements presented in graphic novel.	NJSLS.RL.11-12.1-4 NJSLS.SL.11-12.4-6
Explore the recent history of the Middle east.	NJSLS.RI.11-12.1-4,10
Research present day Iran and create a news article based on their research.	NJSLS.RI.11-12.1-4,10 NJSLS.W.11-12.2 NJSLS.W.11-12.4-8
Compose classroom newspaper with all research articles.	NJSLS.W.11-12.2 NJSLS.W.11-12.4-8 NJSLS.W.11-12.10 NJSLS.SL.11-12.1,2
Explain and understand basic facts about the history of Iran and the Middle East.	NJSLS.RI.11-12.1-4,10
Evaluate his or her own prejudices.	NJSLS.SL.11-12.1,2,6 NJSLS.W.11-12.10
Relate ideas of identity and gender from the text to their own lives.	NJSLS.SL.11-12.1,2,6 NJSLS.W.11-12.10
Compose essay based on themes from graphic novel pairing written text with an image.	NJSLS.W.11-12.2 NJSLS.W.11-12.9 NJSLS.W.11-12.10

Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The history of Revolution and the use of the Veil.	NJSLS.RI.11-12.1-4,10
Individuals are a product of their society, but not necessarily unified with it.	
Concepts of gender and cultural narrative	NJSLS.RI.11-12.1-4,10 NJSLS.RL.11-12.1-4,10
We develop our beliefs from a wide range of influences.	NJSLS.RI.11-12.1-4,10
In some cultures religion and politics are the same	NJSLS.RI.11-12.1-4,10
Geographical, political, historical, and social aspects of Iranian life.	NJSLS.RI.11-12.1-4,10
<b>Resources Mini Unit 3B:</b>	Persepolis: The Movie “ A Life in Graphic Detail” by Vanessa E. Jones “The Last Prophet” by Sarah Tan “ An Interview with Marjane Satrapi” “Beneath A Drawn Veil” by Amanda Ripley Various informational texts/nonfiction Teaching Graphic Novels: Practical Strategies for the Secondary ELA Classroom by Katie Monnin Veils: Short Stories by Nahid Rachlin

<b>MINI UNIT 3C</b>	
<b>Title:</b>	African Literature
<b>Duration:</b>	2 weeks
<b>Overview:</b>	Students will read both ancient and modern works of African Literature. Students consider the beauty and craftsmanship of the works, as well as the effects of the African colonial experience and the challenges of the postcolonial era. They consider religious, generational, and cultural conflicts, effects of modernization, political struggle, and other themes common to many literary works.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
The history of West Africa and post colonialism.	NJSLS.RI.11-12.1-4,10
Functions of West African oral literature.	NJSLS.RI.11-12.1-4,10 NJSLS.RL.11-12.1-4,10 NJSLS.SL.11-12.1
Qualities of West African religion, art, music, dance, and literature.	NJSLS.RI.11-12.1-4,10
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Complete a theme gallery walk using student selected non fiction articles and artwork.	NJSLS.RI.11-12.1-4,10 NJSLS.RL.11-12.1-4,10 NJSLS.SL.11-12.1-6 NJSLS.W.11-12.10
Analyze proverbs.	NJSLS.L.11-12.3-6 NJSLS.W.11-12.10 NJSLS.RL.11-1-4
Analyze oral traditions.	NJSLS.RL.11-1-4 NJSLS.W.11-12.10

Analyze cultural characteristics.	NJSLS.RI.11-12.1-4,10
Compose their own proverbs.	NJSLS.RI.11-12.1-4,10 NJSLS.W.11-12.10
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
Understand and evaluate the philosophical, historical, and cultural influences of this historical time period.	NJSLS.RI.11-12.1-4,10
Understand proverbs.	NJSLS.L.11-12.3-6
Historical events are represented in literature.	NJSLS.RI.11-12.1-4,10 NJSLS.RL.11-12.1-4,10
Postcolonial literature uses the language and literary forms of the colonizers to write about the history and mythology of the colonized.	NJSLS.RI.11-12.1-4,10 NJSLS.RL.11-12.1-4,10
Differentiate between historical accounts and fictionalized accounts of history.	NJSLS.RI.11-12.1-4,10 NJSLS.RL.11-12.1-4,10
<b>Resources Mini Unit 3C:</b>	Holt Elements of Literature Collection 4 Chinua Achebe (Nigeria), Things Fall Apart (1959), No Longer At Ease (1960) and Arrow of God (1964) (all novels)- excerpts Isidore Okpewho, ed. (Pan-African) The Heritage of African Poetry (1985) (poetry)

<b>MINI UNIT 3D</b>	
<b>Title:</b>	Accuplacer Unit
<b>Duration:</b>	Ongoing between marking period 3 & 4
<b>Overview:</b>	Accuplacer is administered to students to ensure academic success in English (Writing and Comprehension), Mathematics and Computer Skills going into select colleges. This unit provide reading and writing strategies for taking the Accuplacer exam. Students will be completing writing prompts to those similar on the test and evaluating their essays using the Accuplacer rubric. By the end of this unit students will have taken several Accuplacer practice exams and will have strategies to be successful when taking the exam.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
Proper usage of nouns and pronouns.	NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3
Proper usage of active/passive voice and modifiers.	NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3
Proper usage of prepositions.	NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3
Proper subject/verb agreement.	NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3
Capitalization/Punctuation.	NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3
Reading/ Writing strategies for taking the Accuplacer.	NJSLS.W.11-12.10 NJSLS.RI.11-12.10

	NJSLS.RL.11-12.10
Accuplacer writing prompt structure.	NJSLS.W.11-12.10
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Plan, write, revise, and edit a three-to-five-paragraph online essay in one hour or less based on a topic provided by the instructor.	NJSLS.W.11-12.1-6 NJSLS.W.11-12.9,10
Evaluate their own writing using the Accuplacer scoring rubric for the purposes of revision.	NJSLS.W.11-12.4 NJSLS.W.11-12.5 NJSLS.W.11-12.10
Apply the grammar rules of Standard English in order to revise sentences provided by the instructor.	NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3
Identify writing errors and improve writing skills in order to successfully pass Accuplacer.	NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3
Complete exercises ( in the listed above punctuation/grammar topics).	NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3
Use correct sentence structure in writing.	NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3
Correctly spell commonly confused words.	NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3 NJSLS.L.11-12.4



Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The Accuplacer scoring rubric to evaluate and improve essay proficiency.	
How to write complete sentences and avoid fragments and run-on sentences.	NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3
The importance of using a structure for writing.	NJSLS.W.11-12.10
Knowing proper grammar and mechanics is essential to effective written and oral communication.	NJSLS.L.11-12.3 NJSLS.L.11-12.6
A reader must use multiple strategies in order to understand a text.	NJSLS.L.11-12.4 NJSLS.L.11-12.6
Assessing vocabulary requires the use of context clues	NJSLS.L.11-12.4 NJSLS.L.11-12.5 NJSLS.L.11-12.6
<b>Resources Mini Unit 3D:</b>	Accuplacer sample questions Various online websites with Accuplacer samples Accuplacer rubric

<b>UMBRELLA UNIT 4</b>	
<b>Title:</b>	Realism/Modernism
<b>Duration:</b>	9 Weeks
<b>Essential Questions:</b>	<ol style="list-style-type: none"> <li>1. How do symbols reveal the writer's intention?</li> <li>2. How does a character's environment affect thoughts and actions?</li> <li>3. How do symbols reveal the writer's intention?</li> <li>4. What is our civic responsibility as Americans to intervene in other countries that are committing crimes against humanity? Why should we intervene?</li> <li>5. In a culture where we are bombarded with ideas and images of "what we should be," how does one form an identity that remains true and authentic for her/himself?</li> <li>6. How can specific events determine our individual pathways to adulthood?</li> <li>7. In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?</li> <li>8. How does one overcome difficult situations? How do perceptions of a situation make it more or less stressful?</li> <li>9. What events can suddenly change the course of a person's life? How do these changes impact one's life?</li> <li>10. What does hopeless mean to you? How can hopelessness affect people's lives?</li> </ol>
<b>Summative Assessments: (Assessment at the end the learning period)</b>	Literature reflection journal Rubrics Literature circles Debates Document based response Essays

	Tests Benchmark
<b>Formative Assessments: (Ongoing assessments during the learning period)</b>	Essays/compositions Reports Exit ticket observation Journal entries Discussions Notebook Assignments Peer evaluation Homework Observations
<b>Differentiation:</b>	Students may be assisted through adjustments to assignments deemed necessary as per the individual student's IEP. Worksheets and presentations materials may be modified spatially with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one to one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior knowledge.
<b>TECHNOLOGY STANDARD (STANDARD 8)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
	<b>8.1,8.2</b>
<b>21ST CENTURY LIFE AND CAREER (STANDARD 9)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
	<b>9.1.12.A.1-4</b>

<b>MINI UNIT 4A</b>	
<b>Title:</b>	A Doll's House
<b>Duration:</b>	3 Weeks
<b>Overview:</b>	In this unit, students will explore the different ways females are portrayed in literature; they will analyze the work and examine its narrative techniques of the writer such as tone, point of view, diction, syntax, and detail. Students will investigate how the female characters are identified or defined, what avenues of expression are available to female characters, and what limitations are placed upon the female. Students will end the unit by completing a literary analysis.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
Historical and social context of time period.	NJSLS.RI.11-12.1-4,10
Characteristics of Realism/Modernism.	NJSLS.RI.11-12.1-4,10
Dynamic and static characters.	NJSLS.RL.11-12.1-4
Symbolism in the play.	NJSLS.RL.11-12.1-4
Character foil.	NJSLS.RL.11-12.1-4
Figurative language used in the play.	NJSLS.RL.11-12.1-4 NJSLS.L.11-12.3-6
Context of women's suffrage and shift in women's role in society.	NJSLS.RI.11-12.1-4,10
Background knowledge of playwright.	NJSLS.RI.11-12.1-4,10
How the play fits a plot diagram structure.	NJSLS.RL.11-12.1-4,10
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>

Read current articles in various magazines, essays or other pieces of work to identify how current aspects of culture are similar or different from those pieces of literature students have read throughout the year.	NJSLS.RI.11-12.1-4,10
Analyze behavior choices of characters within <i>A Doll's House</i> while listening to select scenes of the play.	NJSLS.RL.11-12.1-4,7
Listen and read scenes of <i>A Doll's House</i> and make inferences and predictions after each act.	NJSLS.RL.11-12.1-4,7
Use text support for literary definitions ( static character, dynamic character) foil.	NJSLS.RL.11-12.1-4 NJSLS.L.11-12.3-6
Analyze the protagonist vs. antagonist.	NJSLS.RL.11-12.1-4
Answer questions to demonstrate their knowledge and understanding of the main events and characters in <i>A Doll's House</i> as they relate to the author's theme development.	NJSLS.RL.11-12.1-7,10
Cite examples of foreshadowing.	NJSLS.RL.11-12.1-6
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
How novels/plays are representations of social reality and vary by historic time periods and parts of the world.	NJSLS.RI.11-12.1-4,10
How an author's attitude toward social issues can be revealed in texts.	NJSLS.RI.11-12.1-4,10
Individuals have the ability to make their own choices.	
<b>Resources Mini Unit 4A:</b>	A Doll House script The Yellow Wallpaper" by Charlotte P. Gilman Various informational texts

MINI UNIT 4B	
<b>Title:</b>	Night
<b>Duration:</b>	3 Weeks
<b>Overview:</b>	Students will read Elie Wiesel's <i>Night</i> , a memoir about his experiences in Buchenwald and Auschwitz concentration camps during the Holocaust. This personal account of intense hardship and tragedy explores morality and justice,. Students will be challenged to think outside of their own beliefs and experiences. Comparing and contrasting this novel with other texts will allow students to investigate various voices and consider how these perspectives inform their understanding of human nature. Students will end the unit by creating their own personal memoir. In addition, will examine society's hate crimes that still exist today by creating their own portfolio, which showcases current issues that are still prevalent in society today.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
How to identify an author's purpose for writing.	NJSLS.RL.11-12.1-4 NJSLS.W.11-12.3
Holocaust terminology.	NJSLS.RL.11-12.1-4 NJSLS.L.11-12.3-6
Historical and social context.	NJSLS.RI.11-12.1-4,10
Author biographical information.	NJSLS.RI.11-12.1-4,10
Literary devices: Theme, Motif, Symbolism, Imagery, Allegory, Characterization.	NJSLS.RL.11-12.1-4 NJSLS.L.11-12.3-6
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Understand and analyze memoir.	NJSLS.RL.11-12.1-4 NJSLS.W.11-12.3
Interpret real world events through a hate crime (current	NJSLS.RI.11-12.1-4,10

events) portfolio.	
Compose personal memoir.	NJSLS.W.11-12.3 NJSLS.W.11-12.3
Answer questions to demonstrate their knowledge and understanding of the main events and characters in <i>Night</i> as they relate to the author's theme development.	NJSLS.RL.11-12.1-7 NJSLS.RL.11-10
Analyze the use of style and literary devices in texts.	NJSLS.RL.11-12.1-4 NJSLS.L.11-12.3-6
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
Literature can provide an accurate reflection of historical events.	NJSLS.RI.11-12.1-4,10
How family and religion can influence and drive the motivations and actions of an individual.	
Remembering the past is an integral part of defining the identity of an individual, family, culture, people, etc.	NJSLS.RI.11-12.1-4,10
Narrative style can be used to convey greater meaning and impact to the reader.	NJSLS.RL.11-12.10
<b>Resources Mini Unit 4B:</b>	<p>“The Butterfly” by Pavel Friedman  “And Then They Came For Me”  “Diamonds in the Snow”  “The Man He Killed” by Thomas Hardy  “Crystal Night”  “To the Little Polish Boy Standing With His Arms Up” by Peter L. Fischl  “The Ball”  Oprah - Elie Wiesel Interview  Night by Elie Wiesel  Various informational text</p>

MINI UNIT 4C	
<b>Title:</b>	Kafka
<b>Duration:</b>	2 Weeks
<b>Overview:</b>	In this unit students will study the biographical information of writer Franz Kafka. Students will be introduced to the concept of existentialism and apply this definition to the reading of “Metamorphosis.” Students will be reading the short story, as well as watching a video interpretation of “Metamorphosis.” Students will conclude the unit by writing their own personal metamorphosis.
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
Biographical information about the author.	NJSLS.RL.11-12.1 NJSLS.RL.11-12.2 NJSLS.RL.11-12.4
The definition of Existentialism.	NJSLS.RI.11-12.1-4
The plot and themes of Kafka’s works.	NJSLS.W.11-12.1 NJSLS.W.11-12.2 NJSLS.W.11-12.10
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Identify point of view as a literary element in a story.	NJSLS.RL.11-12.1-4 NJSLS.L.11-12.3-6
Visualize details to appreciate the transformation that takes place in the story.	NJSLS.RL.11-12.1-4 NJSLS.SL.11-12.4-6
Compare and contrast stories in which transformations have taken place.	NJSLS.RL.11-12.1-4, 7 NJSLS.RI.11-12.1-4, 7
Compare the biographical information of Kafka to aspects	NJSLS.RI.11-12.1-6



of his literature.	NJSLS.RI.11-12.10
Compose a personal metamorphosis.	NJSLS.W.11-12.3 NJSLS.W.11-12.4 NJSLS.W.11-12.6 NJSLS.W.11-12.10
Analyze the elements of existentialism in the short story.	NJSLS.RL.11-12.1-4 NJSLS.RI.11-12.1-4 NJSLS.L.11-12.3-6
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
A person's life can ensure worlds of change.	
Writers can create mood through the use of imagery, sound, and rhythm.	NJSLS.L.11-12.3-6 NJSLS.W.11-12.3 NJSLS.W.11-12.9
Have a grasp of Existentialism.	
Realize how Kafka's biography is parallel to Kafka's stories.	NJSLS.RI.11-12.1-6 NJSLS.RI.11-12.10
<b>Resources Mini Unit 4C:</b>	Holt Elements of World Literature Written copies of the "Metamorphosis" Video interpretation "Metamorphosis" Graphic novel "Metamorphosis"

## 12th Grade Writing Pull Out Replacement

By the end of the year students will have completed a number of writing assignments, which reflect both formal and informal writing. Writing pieces will reflect instruction, scaffolding, and process experience. Students will compose at least one process piece each marking period. Regardless of the genre, students will be able to compose writing that takes into consideration the following grade-specific expectations:

- Produce clear and coherent writing using precise language in which the development, organization and style are appropriate to the task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over a variety of time frames - both extended and shorter- for a range of tasks, purposes, and audiences.
- Using multiple sources, conduct short as well as more sustained research to answer a question, solve a problem, and/or narrow/broaden inquiry.
- Technology is used to produce, publish, and update individual or shared writing projects.

### Types of Writing and Purposes

Narrative- Write narratives to develop real or imagined experiences using effective and well- chosen techniques, details and sequences.

- Engage the reader with a clear progression of experiences or events through setting out a problem or situation through establishing multiple points of view and introducing a narrator and/or characters.
- Use narrative techniques- dialogue, pacing, sensory details, plot lines- to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events that build on each other to create a coherent whole.
- Use precise language to convey a vivid picture of experiences, events, setting, and/or characters.
- Provide a conclusion that resolves the narrative

Types of writing to be completed : memoir, autobiography, screenplay/script, short story, narrative poem,

- College Essay- personal essay to advertise the positive attributes of the writer. This essay is written with a formal tone. Students may share experiences in the form of narrative or expository writing.
- Memoir- an author's account of his or her personal experiences often combines with his or her reflective thoughts on those events. The memoir is longer than a personal narrative.
- Narrative poem- tells a story and follows a similar structure as a short story or novel. The narrative poem incorporates elements and poetic style while following the structure of a short story.

- Personal narrative- creative form of writing used to describe a personal experience, situation, or realization. The narrative focuses on events and the narrator's personal reactions with a theme that runs through the entire narrative. The personal narrative allows students to explore their thoughts and ideas and pushes them to reflect on their experiences.
- Picture prompt- a picture prompt is an illustration or photograph used to help students construct a story in creative format. Students will refer to the specific images in the picture and connect this to their story. The picture prompt allows students to explore their imagination and make inferences and draw conclusions from the given image.
- Screenplay/Script- a story developed through stage directions and dialogue that indicate movements, expressions, and actions of characters. Creating a screenplay allows students to understand plot, setting, and characterization.

Persuasive and/or Argumentation- Write arguments to support analytical claims using valid reasoning and evidence.

- Introduce and establish clear relationships between precise claims, counterclaims, reasons, and evidence.
- Develop claims and counterclaims with evidence that anticipates the audience's knowledge level and concerns as well as addresses the strengths and limits of evidence.
- Link major sections of the text to create cohesion between reasons, evidence, claims, and counterclaims.
- Establish and maintain formal style and objective tone that adheres to the conventions of the discipline in which they are writing.
- Provide a solid conclusion that follows and supports the argument presented.

Types of writing to be completed: Feature article, editorial, compare and contrast arguments, debate, literary essay, research.

- Editorial- is a brief persuasive essay expressing an opinion about a timely and important topic. The purpose of the persuasive editorial is to convince an audience to accept a particular point of view on a subject, consider an opinion, or recommend a course of action.

Informative and Explanatory- Write informative/explanatory texts to examine and convey complex ideas accurately through the effective analysis of content.

- Introduce a topic with organized and connected complex ideas: include formatting and multimedia when useful to aiding comprehension.
- Develop the topic with relevant and sufficient facts to acknowledge the audience's knowledge of the topic.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas.
- Use precise language and domain- specific vocabulary.
- Establish and maintain a formal style and objective tone that adheres to the conventions of the discipline in which they are writing.
- Provide a solid conclusion that follows and supports the information or explanation presented.

Types of writing to be completed: note-taking, annotating, memoir, feature article, summary/abstract, research paper, multimedia presentation, quote analysis, literary analysis.

- Literary Analysis-a literary analysis focuses on a particular literary device or element in a work and its relationship to the meaning of a work of literature.

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