

Week	Marking Period 1-College/Existentialism	Week	Marking Period 3-War/Tragedy
1	Writing Summer Assessment/Benchmark	21	Shakespeare's <i>Macbeth</i>
2	Examining the College Essay/Narrative	22	Shakespeare Vocab./ <i>Macbeth</i>
3	Writing the College Essay	23	Grammar 5/ <i>Macbeth</i>
4	College Resume	24	Literary Research Paper 2/ <i>Macbeth</i>
5	SAT vocab. Preparation and practice tests	25	<i>Kite Runner</i> / Literary Research Paper 2 completed
6	Existentialism- <i>The Stranger</i>	26	<i>Kite Runner</i> / Intro. Senior Research Paper
7	Grammar 1/ <i>The Stranger</i> essay	27	<i>Kite Runner</i> /Research Library Databases
8	Surrealism- <i>The Metamorphosis</i>	28	Grammar 6/ MLA Research Paper
9	Grammar 2/ SAT writing practice	29	Senior Research Paper completed
10	<i>Myth of Sisyphus</i> /Speech writing and presentations	30	War- poetry
Week	Marking Period 2-Realism	Week	Marking Period 4-Symbolism and Reflection
11	American Realism- <i>Death of a Salesman</i>	31	Inspirational and reflective poetry-writing
12	Poetry with Salesman	32	Grammar 7/ <i>A Streetcar Named Desire</i>
13	American Dream and Salesman	33	<i>Streetcar</i>
14	Grammar 3/ Vocab. Drama and Salesman	34	<i>The Alchemist</i> or <i>Siddhartha</i>
15	Local Color and Feminism- <i>The Awakening</i>	35	<i>The Alchemist</i> or <i>Siddhartha</i>
16	Grammar 4/ Vocab. <i>The Awakening</i>	36	<i>The Alchemist</i> or <i>Siddhartha</i> /Personal Legend
17	Literary Research Paper 1 <i>The Awakening</i>	37	Grammar 8/ Creative Writing Intro.
18	Chopin's short story's	38	Writing Workshop 1
19	American Realism Naturalism poetry	39	Writing Workshop 2
20	Literary Research Paper 1 completed	40	Writing Workshop revisions/Closing Benchmark

Grammar 1- Sentence completion and correction

Grammar 2- Parts of speech

Grammar 3- Verb Tense

Grammar 4- Pronouns

Grammar 5- Subject verb agreement

Grammar 6- Sentence variety

Grammar 7- Transitions/Commonly confused words

Grammar 8- Punctuations-apostrophe, comma, semi-colon, colon...

English IV	Level: All Levels	Time Frame: 1 month
Topic		
College Essay, College Resume, and SAT Preparation		
Essential Questions		
<ul style="list-style-type: none"> • How can a student achieve the skills for writing an effective college essay for the college admissions process? • What makes a resume effective to a prospective college or employer? • How can students develop the skills to improve performance on the SAT? • How does the ability to correct common sentence errors create clear and concise writing? • How does knowledge of the colloquial language create a more sophisticated writing piece? • How does knowledge of the various sentence parts help mechanically correct writing? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Students will examine college essays and come to understand how they are a great opportunity for students to reveal aspects of themselves not covered by their resumes or their transcripts. • Students will examine resumes as great tools for preparation toward students' careers. • Students will develop a narrative voice that shows command of dialogue, punctuation and style • Students will utilize effective anecdotes and avoiding clichés • Students will demonstrate effective multiple choice strategies such as the process of elimination, contrast clues and restatement clues • Students will utilize connotation/denotation, roots, prefixes and suffixes to effectively answer questions on the SAT • Students will review sentence structure and use of common sentence errors. • Students will construct complete sentences • Students will identify run-ons and fragments (avoid them in formal writing) • Students will examine and apply punctuation rules • Students will examine and correct faulty sentences: comma slices, subject-verb agreement, nonparallel structure, awkward past voice, modifier errors, tense shift, applying literary present when required to write, unclear or vague pronoun use • Students will explore the difference between formal and informal language 		
Alignment to New Jersey Student Learning Standards ELA		
<p>WRITING</p> <p><u>Text Types and Purposes</u></p> <p>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.</p> <ul style="list-style-type: none"> • 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. • 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. • 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.

- 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.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W1.2. 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.

- 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.
 - 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.
 - 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.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - 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.
 - Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- **W11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery,

suspense, growth, or resolution).

- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- **W2.1.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W2.2.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.
- **W2.3.** Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- **W3.1.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W3.2.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- **W3.3.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. 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]”).

Range of Writing

- **W4.1.** 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, and

audiences.

LANGUAGE

Conversations of Standard English

- **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- **L1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Observe hyphenation conventions. Spell correctly.

Key Concepts and Skills

- Writing within a proper format, i.e. college resumes, college essays etc.
- Knowing one's audience to create an appropriate theme and voice
- Honing specific strategies for taking the SAT (sentence completion, reading comprehension etc.)
- Encouraging students to be self-reflective in the college application process
- Identify what part of speech a word is
- Constructing complete sentences
- Identify run-ons and fragments (avoid them in formal writing)
- Apply punctuation rules correctly
- Examining and correcting faulty sentences: comma slices, subject-verb agreement, nonparallel structure, awkward past voice, modifier errors, tense shift, applying literary present when required to write, unclear or vague pronoun use
- Understanding the difference between formal and informal language

Learning Activities

SAT

- Practice tests
- Demonstrate the process of elimination
- Model scoring system
- Vocabulary skills

College Essay

- Writing an effective hook
- Understanding the components of a narrative
- Showing students taboo subjects
- Reading essays that worked
- Peer Editing
- Modeling good transitions
- Demonstrating strong conclusions and themes
- Turning the content of the essay into a speech College Resumes

- Model template
- Teach parallel construction
- Emphasize relevant information

Grammar

- Review verb tense

- Examining grammar websites
- Partners to discover sentence errors
- Group work for peer editing, sentence correction, collaborative essays
- Grammatical Work sheets

Assessments

Formative

- Class observation and discussion
- Peer Editing
- Sustained journal writing
- Practice tests

Summative

- Final drafts of essay
- Final drafts of resume
- SAT Pre-test and Post-test

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and career skills	X	Information Literacy	X	Media Literacy	X	

Interdisciplinary Connections

Technology Integration

8.1.12.A.2, 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4

- Power Point- Data Projector
- DVD
- Computer Processing
- Library Online Databases
- IPOD

English
IV

Time Frame- Marking Period 6-8 weeks

Topic

American Realism and Naturalism through Kate Chopin's *The Awakening*, *The Story of an Hour*, *Desiree's Baby*, *Bayou Folk*, Stephen Crane's *Maggie*, *A Girl of the Streets*, Arthur Miller's *Death of a Salesman*, Tennessee Williams' *A Streetcar Named Desire*, Charlotte Perkins Gilman's *Yellow Wallpaper*

Supplemental Reading: Toni Morrison's *Beloved*, Alice Walker's *Everyday Use* and poetry by; R. Tristram Coffin, Phyllis McGinley, Langston Hughes, Theodore Roethke, Dylan Thomas, Robert Hayden, Robert Frost, Maya Angelou, Evelyn Tooley Hunt, Sylvia Plath

Essential Questions

- What are the distinguishing characteristics of literary realism and naturalism?
- How did the social and economic conditions in turn-of-the-century American rise to social realism?
- How is realism a reaction to romantic literature?
- How does social Darwinism apply to American naturalism?
- What is the difference between psychological and social realism?
- How did the south play a major role on the local color movement following the Civil War?
- How did the elements and prejudices of southern society mirror society today?
- How does contemporary literature compare to the realist and naturalist movements?
- What are some aspects and characteristics of literary feminism?
- What are the symbols used to portray human emotions and struggles amidst societal expectations?

Enduring Understandings

- Students will examine Romantic literature and how it is not always applicable to everyday life, students will identify and commiserate with these characters.
- Students will explore writers and emphasize geographical settings and distinctive customs in their literature.
- Students will scrutinize race, gender, and dialect influence late 19th and 20th century literature.
- Students will discover and appreciate the achievements of the authors by examining and discussing details and themes that contribute to the literature.
- Students will connect an author's life to how it significantly impacts his/her writing
- Students will understand the conventions of a drama, short story and poem within the movements of naturalism, realism, and feminism
- Students will observe the protagonists' failure to achieve his/her dream is direct result of societal constraints
- Students will discover and interpret the characters within this unit; students may or may not sympathize or scrutinize
- Students will gain increasing awareness of how societal issues can be the centerpiece for themes and forms of drama
- Students will further probe specific ways philosophical and psychological theories shape themes and forms of drama
- Students will explicate and appreciate the power of visual and auditory expressionistic elements to help shape set design, narrative, characterization, and theme in the building of dramatic scripts
- Students will exercise skills of explication
- Students will craft essays of critical analysis and creative writing scripts
- Students will recognize elements that build artistic tension in dramatic scripts

- Students will expand skills of comparative analysis
- Students will participate in special projects
- Students will experience growth in the writing process, oral skills, skills of research, contextual analysis and collaboration
- Students will compare and value the work of two of America's most gifted and valued playwrights

Alignment to New Jersey Student Learning Standards: ELA

WRITING

Text Types and Purposes

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.

- 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.
- 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.
- 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.
- 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.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W1.2. 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.

- 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.
- 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.
- 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.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

READING: LITERATURE

Key Ideas and Details

- 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.

Craft and Structure

- 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 and other authors.)
- **RL2.2.** 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.
- **RL2.3.** 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).

Integration of Knowledge and Ideas

- **RL3.1.** 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.)
- **RL3.3.** 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,

Range of Reading and Level of Text Complexity

- **RL4.1.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems

Knowledge of Language

- **L2.1.** 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.
 - Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **L2.2.** 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.
 - 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.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries,

thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L2.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- **L2.4.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SPEAKING & LISTENING

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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.

- **SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
 - Research paper on local color, feminism, and realism
 - Comparison of Chopin's characters; Edna, Desiree, Mrs. Mallard

- Jigsaw of learning literary elements toward the end of the novel
- Listening and making connections to Jess Klein's *The Cloud's Song* and Rosie Thomas' *Wedding Day*
- View scenes from Kelly McGillis' *Grand Isle* to further setting and cultural background development of Louisiana
- Pop cultural connections with *Desperate Housewives*, *Titanic* and *Revolutionary Road*

Crane:

- Author biographical information with Darwinism, determinism
- Discuss and show Crane house- Asbury Park, NJ
- Journal writing and depiction of life in the bowery, late lower east side of Manhattan
- Vocabulary, themes, and historical content
- In class reading and discussion of Maggie, Jimmy and Pete
- Group discussion comparing characters and their involvement of drugs, alcohol and prostitution

Miller:

- American Dream activity- student reflection on their own American dream, collage and short narrative
- Historical, author biographical information and other works (*The Crucible*) connections through lecture and note taking
- Journal writing and free writing: What do the expectations of parents have on the behavior of their children? In what ways are the beneficial or detrimental?
- Response journal- record thoughts, reactions, concerns and connections
- Poetry reading and writing describing the relationships between parents and children. Discussion of poet's intent
- Learning and recognizing rhythm, rhyme, assonance, allusion, alliteration, imagery
- View the film version of *Death of a Salesman* directed by Volker Schlöndorff with Dustin Hoffman Williams:
- Reading biography of Tennessee Williams
- Creating a modern day script
- Read and discuss reviews of *A Streetcar Named Desire* and write their own reviews and share with the class
- Interview a character in pairs. Write up the interview for a popular magazine and share with the class.
- Consider each character and write a scene to follow the closing of the play while trying to use Williams' style and dialect
- Read individually in a small group plays by authors frequently compared to Williams' works O'Neill's *Long Day's Journey Into Night*, *Mourning Becomes Electra*, Inge's *Come Back Little Sheba*, and Miller's *All My Sons*. Present the key concepts of the play while using media.
 - Alternative suggested selections by Williams': *Glass Menagerie*, *Cat on a Hot Tin Roof*

Assessments

Formative:

- Class observation and discussion
- Group work and small group discussion
- Checking study guides for reading comprehension
- Peer Editing/Share work
- Jigsaw and teach character development
- Guided reading questions during in class reading

- Guided film question during viewing of scenes from films
- Sustained journal writing
- Creative response to songs and art
- Thematic Poetry writing Summative:
- Formal writing analysis
- Feminism and Local Color Research Paper
- MLA incorporation of literary quotes
- Unit Test
- Vocabulary and Historical Background Assessment
- Reading quizzes periodically
- Poetry analysis (MLA quotations)

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and career skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Social Studies
- Religion
- Sociology
- Philosophy
- Public Speaking
- Art History
- Psychology
- Music

Technology Integration

8.1.12.A.2, 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4

- Power Point- Data Projector
- DVD
- Computer Processing
- Library Online Databases
- IPOD

English IV	Level Advanced/College Prep	Time Frame 4 weeks (suggested to follow American Realism Unit)
Topic		
<p>Tragedy-students will study the elements of a tragedy in Shakespeare’s <i>Macbeth</i>, Euripides’ <i>Medea</i>, Sophocles’ <i>Oedipus</i>, and Arthur Miller’s <i>Death of a Salesman</i>. Supplemental Reading (Suggestions): Tolstoy’s <i>How Much Land Does a Man Need?</i>, <i>The Allegory of the Cave</i>, <i>Aristotle’s Interpretation of Tragedy</i></p>		
Essential Questions		
<ul style="list-style-type: none"> • How do conflicts in literature, both internal and external, reveal character? • How can pride alter a literary character’s rational thinking? • How does Shakespeare and Greek Tragedy connect to today’s world? • What does literature teach us about leadership? • How is it possible to admire characters or heroes who fail? • Why do people strive for greatness? • What are the positive and negative aspects of ambition? • What is the influence of imagination on our actions? • What are psychological and worldly consequences of going against conscience? • Under what circumstances do we allow ourselves to be manipulated by others? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Students will examine humans and think critically about how they are not consistently logical, fair, or predictable. • Students will explore literature which provokes a discussion of fate and/or the consequences of choice. • Students will discover literature, no matter the genre or date of the writing, and how it is a study of man’s nature. • Students will examine the fact that things are not always what they appear to be – “Fair is foul, and foul is fair.” • Students will study the role of women, conscience, ambition, and manipulation in traditional texts. • Students will make inferences about plot and character based on dialogue by examining context clues and literary devices to determine how an author builds suspense. • Students will express an understanding of literary allusion and its purpose in furthering understanding. Students will unlock the figurative meaning of a text in order to understand the literal. • Students will make inferences regarding how the language and structure of literature reinforces scenes of chaos. • Students will demonstrate an understanding that mythology is not unique to one culture, but is common to nearly all cultures if not all. • Students will recognize that myths are a way of explaining the unexplainable, some are based on fantastic beings, and some are based on known people and events; mythology has had and is having a significant impact and influence on our lives today. • Students will be able to write a literary analysis paper including citations from within the literature to defend a thesis statement. 		
Alignment to New Jersey Student Learning Standards: ELA		
<p>WRITING <u>Text Types and Purposes</u> W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using</p>		

valid reasoning and relevant and sufficient evidence.

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- 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.

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

- **W2.1.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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- **W2.3.** Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- **W4.1.** 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, and audiences.

Knowledge of Language

- **L2.1.** 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.
 - Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **L2.2.** 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.
 - 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.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

- o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L2.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - o Analyze nuances in the meaning of words with similar denotations.

READING: LITERATURE

Key Ideas and Details

- **RL.11-12.1.** Cite strong and thorough textual evidence 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.
- **RL1.2.** 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.
- **RL1.3.** 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).

Craft and Structure

- **RL2.1.** 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. (Include Shakespeare as well as other authors.)
- **RL2.2.** 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.
- **RL2.3.** 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).

Integration of Knowledge and Ideas

- **RL3.1.** 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.)
- **RL3.3.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- Reading and performing literature in the classroom.
- Applying vocabulary to classic literature.
- Introduce students to key terms, figurative language and symbolism.
- Identifying with characters' plights.
- Reflecting on quotations from the text and rephrasing/explaining in modern language

Macbeth

- Define key vocabulary in the play.
- Perform the play with assigned roles.
- Perform a close reading of Appearance vs. Reality moments in Act I and determine literary devices employed to further this theme.
- Write the definition of paradox and generate two creative examples. Close read sections of Act I that employ this technique and group, discuss what it reveals about the play and Macbeth's character.
- Close read excerpts of dialogue from Act II and examine context clues and literary devices in order to make inferences about the plot.
- Analyze how Shakespeare uses literary devices to build suspense.
- Rewrite Macbeth's soliloquy in contemporary language and incorporate direct quotes from the primary source to draw conclusions about Macbeth's state of mind - How does his state of mind affect his choices?
- Track the writer's use of the repetition of the magical numbers three and other elements of magic in order to make a connection between magic and Appearance vs. reality theme and how it increases tension.
- Analyze "clothes" and "blood" and "washing of the hands" symbols throughout the play.
- Apply irony to Lady Macbeth's speeches. List her actions and determine a link between them and her "unsex" me.
- Determine the appropriateness of each apparition in regard to its prophecy and determine why the witches play on Macbeth's illusions in this scene to create a false sense of security.
- Write the definition of simile and make a list of simile employed in Macbeth's "Life is but" soliloquy.
- Create a document of "Shakespearean language" and put the students in groups to act out a scene (standing in line at the checkout, hanging with friends after being grounded, meeting a new friend, etc.) Students must act out the scene by using at least 15 Shakespearean vocabulary words.

Medea

Students will research histories of words that come from Greek myths. For instance, ask them what it means to have an "Achilles heel." Atlas, Hercules, Labyrinth, Midas, Pan, Procrustes, Sisyphus, Tantalus, Titans

- Define and present characteristics of a tragedy and the human condition.
- Every day we come across references to myths, especially in advertising. Encourage your students to watch for these and bring in examples for discussion. Why do florists use Mercury (the Greek Hermes) as a symbol for their delivery service? Why is a magazine of the arts called Daedalus? And so on. Ask your students to create their own ad campaign (using a real or imaginary product) that features one of the gods or heroes from the Greek myths.
- Explore recent articles where women have killed their children. Assign students to groups and present their findings to the class. (Connecting literature to life)
- Read the play aloud in class with assigned roles.

Oedipus

- Complete a pre-reading anticipation guide and discuss the items with the class. For example, "It is possible to escape or trick fate, If we truly know ourselves, nothing bad will ever happen to us, We should not attempt to justify our actions, good or bad, Family secrets are best kept as just that – secrets, If you are in charge, you are allowed to be exempt from consequences, All types of pride are evil."
- Research sperm/egg banks. How do they screen recipients of the genetic material? Is there

any way to know you are not getting the genetic material of a relative? Write an essay discussing your findings and the implications of what you find.

- Research the brain as it experiences "anger." What chemicals are released to trigger anger? What chemicals are released to calm a person down? What causes some people to experience uncontrollable anger or rage? Write an essay discussing your findings and include some steps that a normal person can use to calm himself down.
- Research the role of the Greek gods in the lives of the Greeks. Is Oedipus a puppet of the gods or master of his own fate? Was he responsible for his downfall? Could he have done anything to stop the chain of events? Write an essay stating reasons for your opinion and support your opinion with examples from the play.
- Write a literary analysis discussing the motives and conflicts of each of the characters, as well as the consequences of their actions.
- What is surprising about the way Oedipus views disaster in this scene? Is Creon fair to Oedipus? Why does Oedipus' daughter remain so special to him? What effect does blindness have on Oedipus' wisdom?
- Students may be asked to look for examples of dramatic irony in cartoons, advertisements, films and TV shows. In addition, they could create a modern version of Oedipus about a leader whose hubris creates his own downfall.
- Return to the theme of fate which is central to this play (and indeed, all Greek drama). Discuss the social attitudes that identify the ancient Greeks. What are the Greeks concerned about in this play? How did they feel about prophesy, priests, the gods, and fate? How did pride (hubris) and arrogance affect Oedipus' fate? What in his personality brought about his fate when others tried to turn him away from it?

Aristotle on Tragedy

- Classics in World Literature page 198-199
- Discuss how we must feel for a morally ambiguous character
- The characters must be penalized in the tragedy and show acceptance/remorse so the audience can feel that harmony is restored

Death of a Salesman

- American Dream Activity- student reflection of their own American Dream, collage and short narrative
- Historical, author biographical information and other works (*The Crucible*) connections through lecture and note taking
- Journal writing and free writing: What do the expectations of parents have on the behavior of their children? In what ways are they beneficial or detrimental?
- Analysis of Willy Loman- a character with flaws, ambition, and human vices
- View the film version of *Death of a Salesman* directed by Volker Schlöndorff with Dustin Hoffman

Assessments

Formative

- Class observation and discussion
- Group work and small group discussion
- Checking study guides for reading comprehension
- Peer editing in class writing and formal writing
- Guided reading questions during in-class reading time
- Sustained journal writing
- Creative response to songs and art

- Study guides for modified lessons and diversified learners
- Modified activities depending on various learning abilities

Summative

- Formal writing analysis
- Writing workshops with sample thesis statements (strong and problematic)
- MLA incorporation of literary analysis blended with personal analysis
- Unit Test
- Vocabulary and historical background assessment
- Reading quizzes periodically
- Visual graphic organizers to accompany assessments when necessary

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Greek mythology
- Social studies
- Religion
- Philosophy
- Public Speaking
- Art History
- Psychology
- Music

Technology Integration

8.1.12.A.2, 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4

- Power Point- Data Projector
- DVD
- Computer Processing
- Library Online Databases
- iPod

English IV	Level Advanced/College Prep	Time Frame 4 weeks
Topic		
Senior Research Paper – Preliminary work, reading literary criticisms, isolating important material worth citing and/or paraphrasing, reading a novel of literary merit, and writing a literary research paper		
Essential Questions		
<ul style="list-style-type: none"> • How does one research for literary criticisms, author biography, genre and time period history? • Why are literary criticisms considered to be credible sources? • How do authors reflect a particular time period, literary movement, or their own life events in a work of fiction? • How does one incorporate literary research into his/her own literary analysis to create fluidity? • How can sources be cited within the text? • How does an Annotated Bibliography prepare students to narrow down their topic? • What is the difference between paraphrased and directly quoted material and how does one determine when to use each? • How can a thesis statement be supported with material from scholarly authors? • How to read a literary criticism to determine material worth quoting. • How does one follow the rules of MLA and APA to create a properly formatted paper with a citation page. 		
Enduring Understandings		
<ul style="list-style-type: none"> • Students will examine an author’s literature and how often it reflects his or her life and the time period. • Students will explore literary movements and how it reflects social and emotional triumphs and concerns during a social time period. • Students must use literary research to defend their thoughts and analysis. • Students will research and incorporate into a paper in a number of ways. Students must preface with either an author’s name or a phrase before adding the quotation. • Students will observe good research material that is either a fact or opinion from a scholar, but it is not common knowledge. • Students will determine the difference between material worth citing and plot summary/common knowledge that is not worth citing to defend a thesis statement. • Students will be able to blend their own analysis with research to create a paragraph that fluidly presents topic sentences, strong supporting details, and closures. 		
Alignment to New Jersey Student Learning Standards: ELA		
WRITING		
<u>Text Types and Purposes</u>		
<p>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.</p> <ul style="list-style-type: none"> • 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. • 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.

- 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.
- 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.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W1.2. 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.

- 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.
- 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. ○ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

- **W2.1.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W2.2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.

- **W2.3.** Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- **W3.1.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W3.2.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of

ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

- **W3.3.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grade 12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - Apply *grade 12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. 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]”).

Range of Writing

- **W4.1.** 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, and audiences.

LANGUAGE

Knowledge of Language

- **L2.1.** 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.
 - Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **L2.2.** 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.
- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L2.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- Analyze nuances in the meaning of words with similar denotations.
- **L2.4.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

READING: LITERATURE

Key Ideas and Details

- **RL.11-12.1.** Cite strong and thorough textual evidence 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.
- **RL1.2.** 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.
- **RL1.3.** 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).

Craft and Structure

- **RL2.2.** 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.
- **RL2.3.** 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).
- Integration of Knowledge and Ideas
- **RL3.1.** 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.)
- **RL3.3.** 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,

Range of Reading and Level of Text Complexity

- **RL4.1.** 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.
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

READING: INFORMATIONAL TEXT

Key Ideas and Details

- **RI1.1.** Cite strong and thorough textual evidence 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.
- **RI1.2.** Determine two or more 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 provide a complex

analysis; provide an objective summary of the text.

- **RI1.3.** 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.

Craft and Structure

- **RI2.1.** 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).
- **RI2.2.** 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.
- **RI2.3.** 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.

Integration of Knowledge and Ideas

- **RI3.1.** 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.

RI3.2. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

- **RI3.3.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

- **RI4.1.** By the end of grade 12, read and comprehend literary nonfiction at grade level text – complexity or above.

Key Concepts and Skills

- Literary Research
- Navigating School Online Databases
- Reading a work of Classic Literature
- Paraphrasing and direct quoting scholarly journal articles
- Creating a 6-8 page research paper with author biography, time period/genre discussion, and a literature based research section

Learning Activities

- Week 1: Choose a Novel of Literary Merit from a list of classic novels
- Week 2: Begin to develop an Annotated Bibliography of (7-8 sources)
- Week 3: Using an Online Template, outline material for the Author biography, time period/genre, and literary research section of the paper
- Week 4: Draft an Introduction with a Working Thesis Statement for approval.
- Draft Parts 1 and 2 of the paper paraphrasing and quoting the research
- Week 5: Write the final part of the paper using Literary Research from Bloom's Literary Reference Center, Gale Virtual Reference Library, and Ebsco Host's Literary Reference Center
- Use citationmachine.net to complete an MLA formatted citation page
- Submit a final draft with a thesis statement that is supported with personal analysis blended with literary research.
- Read, discuss and apply historical documents to further ability to paraphrase for arguments, theme purposes.

Assessments

- Novel reading assessment
- Annotated Bibliography
- Draft Part 1 (Author Biography)
- Draft Part 2 (History, Time Period, Literary Movement Research)
- Draft Part 3 (Literary Research blended with personal analysis)
- Works Cited Page

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and career skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- History
- Literary Movements in History
- Biographical/ Non-fiction research

Technology Integration

8.1.12.A.2, 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4

- Power Point- Data Projector
- DVD
- Computer Processing
- Library Online Databases
- IPOD
- Word Processing

Topic

Existentialism and Surrealism through Camus' *The Stranger*, *The Guest*, *The Myth of Sisyphus*, Kafka's *The Metamorphosis*, Coehlo's *The Alchemist*, Hesse's *Siddhartha*, Jackson's *The Lottery*, Achiebe's *Dead Man's Path*

Essential Questions

- Does life have meaning? If so, what is the meaning of life?
- What is permanent- soul or body?
- Do you exist? How?
- What is free choice, commitment, obligation, responsibility, hope, transcendence?
- How can one develop and become acquainted with the challenge that existentialism poses?
- What is bad faith?
- What is the absurd?
- How does an author use surrealist literary devices to represent human truths?
- How can despair and hopelessness launch a spiritual awakening?
- How do your (the student) beliefs affect your thoughts and actions?

Enduring Understandings

- Students will examine human beings and how they make choices that create his/her own nature.
- Students will explore individuals' freedom to choose their own paths and must accept their own responsibility for where their paths lead.
- Students will study existentialism and interpret; the questions in this unit will affect students either positively or negatively, depending on how they view the characters' plights.
- Students will survey how history has shaped the philosophies of existentialism, absurdism, surrealism, nihilism.
- Students will examine how authors use symbols to represent these philosophical elements.
- Students will research and write to convey the students' and authors' viewpoints on these philosophies.

Alignment to New Jersey Student Learning Standards: ELA**WRITING**Text Types and Purposes

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.

- 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.
- 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.
- 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.
- 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.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W1.2. 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.

- 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.
- 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.
- 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.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

READING: LITERATURE

Key Ideas and Details

- **RL.11-12.1.** Cite strong and thorough textual evidence 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.1.2.** 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.1.3.** 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).

Craft and Structure

- **RL.2.1.** 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. (Include Shakespeare as well as other authors.)
- **RL.2.2.** 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.2.3.** 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).

Integration of Knowledge and Ideas

- **RL.3.1.** 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.)

- **RL3.2.** (Not applicable to literature)
- **RL3.3.** 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,

Range of Reading and Level of Text Complexity

- **RL4.1.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–text complexity band proficiently, with scaffolding as needed at the high end of the range.

Knowledge of Language

L2.1. 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.

o Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L2.2. 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.

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L2.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - o Analyze nuances in the meaning of words with similar denotations.
 - o **L2.4.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Key Concepts and Skills

- Use precise language and vocabulary to manage the complexity of the subject
- Analytical and Personal Writing
- Connect the literature to life to support analysis, reflection, and research
- Analyze and research the historical significance of literature
- Develop claims and counterclaims fairly and thoroughly
- Interpret the multiple elements of a story, novel, and poem
- Demonstrate knowledge of foundational works of American literature that share

similar themes and topics

- Identify where texts agree and disagree on matter of fact or interpretation
- Engage effectively in a range of discussions building on others' ideas and expressing their own clearly

Learning Activities

Camus:

- Author biographical information-power point and note taking
- In class reading and analysis of *The Stranger*
- Existentialism discussion and historical background
- Vocabulary and themes
- Meursault Personal Truth Paper (MLA in text citations)
- Introduce David Fincher's *Fight Club* aligning with existential angst and Compare and Contrast Character Analysis (T-chart)
- Meursault Character Analysis Paper (Meursault as a Puzzle)
- Reenactment of Meursault's trial (Hot Seat Method)
- Short stories to further enhance the text and existential philosophy (*The Guest, The Myth of Sisyphus*)
- View scene from the film Zach Braff's *Garden State* to prove understanding of hopelessness (reaction to funeral)
- Listen and interpret The Cure's *Killing an Arab* aligning with Meursault's character and compare individuality vs. social responsibility through song lyrics. What are the advantages and disadvantages to conforming to society?

Kafka:

- Author biographical information-lecture and note taking
- Surrealism Art Interpretation Activity (using pieces from Dali, Chirrico, Magritte)
- Graphic Novella Activity (group activity to create Comic Strip of final scene)
- Animal Poems (writing poems using symbols, descriptive language...)
- Short Essay (life's burdens; money, deadening job, family MLA in text citations) Coehlo:
- Discovery of Personal Legend (Personal Narrative)
- Journal writing to interpret inspirational quotes
- Vocabulary, themes and historical content
- Alchemy Quiz-interpretation and reaction paper
- Discussion of Santiago's personal quest and discovery of life's lessons Hesse:
- Hindu and Buddhist religions introductory through lecture and power point
- Group work developing the idea of The Buddha vs. Siddhartha (protagonist), applying knowledge to the text
- Author biographical background through class lecture and lesson
- Nirvana and spiritual awakening discovery (Short essay)
- Discussion of Siddhartha's quest for self and relentless nature
- View scenes from Harold Ramis' *Groundhog Day* aligning with Buddhism and the notions of Samsara

Assessments

Formative:

- Class observation and discussion
- Group work and small group discussion
- Checking study guides for reading comprehension
- Peer Editing
- Guided reading questions during in class reading
- Guided film question during viewing of scenes from films
- Sustained journal writing

- Creative response to songs and art Summative:
- Formal writing analysis
- MLA incorporation of literary quotes
- Unit Test
- Vocabulary and Historical Background Assessment
- Reading quizzes periodically

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and career skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Social Studies
- Religion
- Sociology
- Philosophy
- Public Speaking
- Art History
- Psychology
- Music

Technology Integration

8.1.12.A.2, 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4

- Power Point- Data Projector
- DVD
- Computer Processing
- Library Online Databases
- IPOD