

Pequannock Township School District

Curriculum Syllabus^[1]

Course Name and level / Grade level and Subject: **Grade 12 ELA**

Course Description:

I.

Dystopian Literature

The aim of dystopian literature is to scrutinize society through the use of extravagant metaphors or apocalyptic allegories that reflect or symbolize elements of contemporary culture. As such, the central objective of this course is to foster critical thinking and to analyze the speculative and satirical themes present in dystopian texts. Common themes include the detrimental subordination of nature, technological advances that oppress or threaten humankind, social stratification and mindless conformity, despotic governments, and a collective loss of memory that leads to systemic manipulation and dehumanization. Students will review and formulate written and verbal arguments on a variety of dystopian themes in order to foster scholarly research on the topics under study. By the end of the course, students will have honed their analytical skills and will be better equipped to engage the ongoing dialogue of social criticism in our contemporary culture.

II.

Contemporary Fiction

Upon entering twelfth grade, students have read and discussed literary classics across major genres and have studied world literature, American literature, and British/European Literature. Now they focus on works of contemporary fiction. Students consider prominent themes throughout each text and perform close readings for analysis and evaluation.

Stories may explore political motivation, raise social awareness, and present society in a manner that expresses the cultural values and questions of contemporary society.

In their essays and discussions, student may relate a work to its historical circumstances, trace a symbol through a work or works, or consider a moral or philosophical question.

Writing assignments include essays and research papers.

By the end of this course, students have become familiar with some major works and ideas of contemporary fiction, have honed their skills of literary analysis, and have mastered the research process.

Please note: As with much Young Adult Literature, some of the titles and viewings in this class may have mature themes. All materials have been carefully selected in order to effectively deliver the curriculum. All materials have been Board Approved.

III.

Mythology

Upon entering twelfth grade, students have read and discussed literary classics across major genres and have studied World Literature, British Literature and American

Literature. This elective focuses on World Mythology. Units may be arranged chronologically or thematically, or a combination of both, so that students may see how earlier works influence later works and how forms and ideas have evolved over time, or thematically. The units are constructed such that all Units, except Unit 1 may be arranged in any order, or used as stand-alone Units, as needed. Students consider prominent components of literature such as characterization, setting, symbolism, mood, plot and theme. They will also consider the cultural and psychological background of mythology. In their essays and discussions, student may trace a symbol or archetype through a work or works, or consider a moral or philosophical question. Writing assignments include essays, poetry, projects and research assignments. By the end of twelfth grade, students have become familiar with some major concepts of mythology and archetypes.

IV.

War and Genocide

Having read and analyzed literary texts across genres, traditions, and eras, students in this course will focus specifically on the literature generated in response to War and Genocide. Students will scrutinize the evolving contexts of human conflict that have led to military engagement and massacre of civilians and will make personal connections to the concepts stressed throughout the texts under study. Students will relate a work to its historical circumstances, provide an overview of modern conflicts and genocides, and analyze the types of behavior and actions that lead to episodes of mass violence and human atrocities. Socratic discussion, inquiry-based research, and formal written responses will lead students to trace the presence of common literary symbols and to consider challenging moral and philosophical questions. By the end of the course, students will have honed their analytical skills and will be better equipped to engage the ongoing dialogue of social criticism in our contemporary culture.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

Progress Indicators for Reading Literature Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding

grades, and work steadily toward meeting the more general expectations described by the standards.

Grades 11-12

Progress Indicators for 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.

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

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 as well as other authors.)

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

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

Integration of Knowledge and Ideas

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

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

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) 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.

Progress Indicators for Reading Informational Text

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global 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).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

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

By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

Grades 11-12

Progress Indicators for 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.

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

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

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

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. 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.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. 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).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. 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

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

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

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. 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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

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

- A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

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

Grades 11-12

Progress Indicators for Speaking and 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 peers on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

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

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

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

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.

Grades 11-12

Progress Indicators for Language

Conventions of Standard English

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

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

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

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

Knowledge of Language

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

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

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

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

- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- C. 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, its etymology, or its standard usage.
- D. 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).

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

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. 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.

Scope and Sequence:

<p style="text-align: center;">Unit 1 (Dystopian Literature):</p> <p>I: Reading Text Type: literary, nonfiction, and informational texts</p> <p>Writing Focus: Routine Writing (journal responses, open-ended responses); Informative and Explanatory (2 expository essays with thesis); Argumentative/Persuasive (1 extended persuasive essay with thesis); Research (choose one focus standard) Reflection Writing</p> <p>Speaking and Listening Task type: Conduct discussions, Report findings</p> <p>Language Skill Focus: Study and apply grammar in context and practice; Study and apply vocabulary in context and practice</p>	<p>Texts:</p> <p>from “Utopia”</p> <p>“Harrison Bergeron”</p> <p><i>This Perfect Day</i></p> <p><i>Brave New World</i></p> <p>“All Summer in a Day”</p> <p><i>1984 (Honors)</i></p> <p><i>Animal Farm</i></p> <p><i>Fahrenheit 451</i></p> <p><i>Alas, Babylon</i></p>
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<p>II: Reading Text Type: literary, nonfiction, and informational texts</p> <p>Writing Focus: Routine writing (journal responses, open-ended responses); Narrative (3 original narrative drafts); Research (Application of learning standards/skills into 1 researched topic essay) Reflection Writing</p> <p>Speaking and Listening Task Type: Conduct discussions, Report findings</p> <p>Language Skill Focus: Study and apply grammar in context and practice; Study and apply vocabulary in context and practice</p>	<p>“The Lottery”</p> <p><i>The Handmaid’s Tale</i> (Honors)</p> <p><i>The Road</i></p> <p><i>Divergent</i></p>
<p>Unit 2 (Contemporary Literature):</p> <p>I: Reading Text Type: literary, nonfiction, and informational texts</p> <p>Writing Focus: Routine Writing (journal responses, open-ended responses); Informative and Explanatory (at least 2 expository essays with thesis); Argumentative/Persuasive (1 extended persuasive essay with thesis); Research (Inquiry-Based Project)(choose one focus standard) Reflection Writing</p> <p>Speaking and Listening Task type: Conduct discussions, Report findings</p> <p>Language Skill Focus: Study and apply grammar in context and practice; Study and apply vocabulary in context and practice</p> <p>II: Reading Text Type: literary, nonfiction, and</p>	<p>Texts:</p> <p><i>The Road</i> by Cormac McCarthy</p> <p><i>The Curious Incident of the Dog in the Nighttime</i> by Mark Haddon</p> <p>(Honors)</p> <p><i>Life of Pi</i> by Yann Martel</p> <p><i>A Thousand Splendid Suns</i> by Khaled Hosseini</p> <p><i>The Perks of Being a Wallflower</i> by Stephen Chbosky</p> <p><i>The Secret Life of Bees</i> by Sue Monk Kidd</p> <p>“Arturo” and “Public School No. 18, Paterson, New Jersey” by Maria Gillan</p>

<p>informational texts</p> <p>Writing Focus: Routine writing (journal responses, open-ended responses); Narrative (3 original narrative drafts); Research/Inquiry Based Project (review and practice all elements - 1 researched topic essay)</p> <p>Reflection Writing</p> <p>Speaking and Listening Task Type: Conduct discussions, Report findings</p> <p>Language Skill Focus: Study and apply grammar in context and practice; Study and apply vocabulary in context and practice</p>	<p>“Golden Retrievals” and “Difference” by Mark Doty</p> <p>“For What Binds Us” and “The Promise” by Jane Hirshfield</p> <p>“Meaninglessness” and “Fairy Tale” by Stephen Dunn</p> <p>“Early Sunday Morning” by Edward Hirsch</p> <p>“Time Problem” by Brenda Hillman</p>
<p>Unit 3 (Mythology)</p> <p>I:</p> <p>Overview: The Creation of Myth</p> <p>Reading: Informational Selections Various Mythology selections Epic Poem; <i>Beowulf</i></p> <p>Writing Focus: Routine Writing, Informative and Explanatory Creative writing Written analysis of character development, motifs, archetypes and themes texts Short research project - Multi Media Hero Analysis (http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Heroes_Multi_Media_Analysis.aspx) Short research on the background of <i>Canterbury Tales</i> and Chaucer Written collaboration and translation of one tale Reflection Writing</p> <p>Speaking and Listening Task type: Conduct discussions, Report findings Present information and original writings</p>	<p>Texts (including digital texts/webpages/blogs) - Excerpted or in full:</p> <p>Non-fiction</p> <ul style="list-style-type: none"> • <i>The Hero’s Journey</i> http://mythologyteacher.com/documents/TheHeroJourney.pdf <p>Honors:</p> <ul style="list-style-type: none"> • <i>The Hero’s Journey: Cultural Values & The Struggle Against Evil</i> https://www.ecu.edu/cs-educ/TQP/upload/tqpHeroJourneyAug2014.pdf <p>Fiction/Drama/Poetry</p> <ul style="list-style-type: none"> • Readings from Creation Myths - <i>Creation, Chaos, Time; From Myth to Modern Cosmology</i> https://arxiv.org/pdf/1604.03332.pdf • <i>Beowulf</i> • Anglo-Saxon Riddles http://www.abdn.ac.uk/sll/disciplines/english/beowulf/riddle.htm • <i>Canterbury Tales</i> (Selected Readings) http://mythfolklore.blogspot.com/2014/07/myth-folklore-unit-canterbury-tales.html <p>Honors:</p>

<p>Language Skill Focus: Study and apply grammar in context and practice Study and apply vocabulary in context and practice Correct grammar will be expected in all written assignments The student will do the following:</p> <ul style="list-style-type: none"> • Identify several themes of a myth • Describe character development of a hero <p>After reading and viewing myths, create and answer questions that explore connections between self, other texts, and the world.</p>	<ul style="list-style-type: none"> • <i>The Epic of Gilgamesh</i> (selections) http://www.aina.org/books/eog/eog.pdf <p>Film/Video/Blog, etc Excerpted or in Full</p> <ul style="list-style-type: none"> • <i>Star Wars: The Force Awakens</i> - Abrams • <i>Beowulf</i> - Kulakov https://www.youtube.com/watch?v=QKjcoFZmKuA • <i>Greek Mythology: Gods and Goddesses</i> - BBC Video https://www.youtube.com/watch?v=-MSEsh6jgHE • <i>The Canterbury Tales</i> Myerson https://www.youtube.com/watch?v=E9TbF9xrl8I
<p>II: The Hero's Journey - The Ordinary World/Threshold</p> <p>Reading: Drama Informational selections</p> <p>Writing Focus: Routine writing,</p> <ul style="list-style-type: none"> • 2-3 Written analysis of character development, motifs, archetypes and themes/ Compare the Character Analysis • Written exploration of the stages that comprise the Ordinary World in the texts • Argumentative/Persuasive (1 extended persuasive essay with thesis - topic: The Appeal of the Modern vs The Antique Myth - ie Harry Potter/Hamlet) • Written "translation" of one of Hamlet's scenes (ie To Be or Not to Be) • Reflection Writing <p>Speaking and Listening:</p>	<p>Texts (including digital texts/webpages/blogs) - Excerpted or in full:</p> <p>Fiction/Drama/Poetry</p> <ul style="list-style-type: none"> • <i>Hamlet</i> Shakespeare • <i>The Fellowship of the Ring</i> - Tolkien https://malikammar.files.wordpress.com/2014/05/j-r-r-tolkien-lord-of-the-rings-01-the-fellowship-of-the-ring-retail-pdf.pdf • <i>Harry Potter and the Sorcerer's Stone</i> - Rowling http://www2.sdfi.edu.cn/netclass/jiaonan/englit/download/Harry%20Potter%20and%20the%20Sorcerer's%20Stone.pdf • Various Celtic Myths - http://www.livingmyths.com/Celticmyth.htm <p>Non-fiction</p> <ul style="list-style-type: none"> • National Geographic <i>Lord of the Rings: Myth and Storytelling</i> http://www.nationalgeographic.com/nbeyond/rings/myth.html • <i>The Hero's Journey - Mythic Structure of Joseph Campbell's</i>

<p>Task Type: Conduct discussions, Report findings Present information and original writings</p> <p>Language Skill Focus: Study and apply grammar in context and practice; Study and apply vocabulary in context and practice The student will do the following:</p> <ul style="list-style-type: none"> • Identify and discuss elements of The Ordinary World (from Joseph Campbell's <i>Monomyth</i>) • Explain and distinguish several themes • Describe character development <p>Create and answer questions that explore connections between self, other texts, and the world.</p>	<p><i>Monomyth</i> http://www.movieoutline.com/articles/the-hero-journey-mythic-structure-of-joseph-campbell-monomyth.html</p> <p>Honors:</p> <ul style="list-style-type: none"> • <i>Sir Gawain and the Green Knight</i> - Tolkien <p>Film/Video/Blog, etc Excerpted or in Full</p> <ul style="list-style-type: none"> • <i>The Fellowship of the Ring</i> Jackson • <i>Harry Potter and the Sorcerer's Stone</i> Columbus • <i>Hamlet</i> Zeffirelli
<p>III: The Hero's Journey - The Trials</p> <p>Reading Various Myths Informational texts</p> <p>Writing Creative writing - Students will write and illustrate at least 2 original creation myths https://sites.google.com/site/6thgradegreekmyths/write-your-own-myth Routine writing/ Reflection Writing Research (Senior Research Paper) - One sustained research paper preliminary assignment packet - Students will do sustained research on a theme Poetry (Zen Poems)- 2-3 poems</p> <p>Speaking and Listening Task Type: Conduct discussions, Report findings</p>	<p>Films/Videos - Excerpts or full movies (non-exhaustive):</p> <ul style="list-style-type: none"> • PBS - <i>The Buddha</i> - https://www.youtube.com/watch?v=lekf9cbUkkU • Hindu Creation Story: https://www.youtube.com/watch?v=Y9yWwFWpbRo <p>Honors:</p> <ul style="list-style-type: none"> • The Hindu Belief System Dharma, Karma and Moksha http://study.com/academy/lesson/the-hindu-belief-system-darma-karma-and-moksha.html <p>Texts (including digital texts/webpages/blogs) - Excerpted or full:</p> <p>Fiction/Drama/Poetry:</p> <ul style="list-style-type: none"> • <i>Siddhartha</i> Hesse • Hindu Myths http://www.mythencyclopedia.com/G-o-Hi/Hinduism-and-Mythology.html

<p>Language Skill Focus: Study and apply grammar in context and practice; Study and apply vocabulary in context and practice</p>	<ul style="list-style-type: none"> • Zen Poems http://www.viewonbuddhism.org/zen/zen_poems.html <p>Honors:</p> <ul style="list-style-type: none"> • Chinese Myths and Legends http://traditions.cultural-china.com/13two.html
<p>IV: The Hero’s Journey: The Return and Reward</p> <p>Reading Literature Informational texts</p> <p>Writing Focus: Routine writing Inquiry-Based Writing (Senior Research Paper) - One sustained research paper draft based upon research packet in last unit Comparative Mythology Research Reflection Writing</p> <p>Speaking and Listening Task Type: Conduct discussions, Report findings</p> <p>Language Skill Focus: Study and apply grammar in context and practice Study and apply vocabulary in context and practice</p>	<p>Films - Excerpts or full movies (non-exhaustive):</p> <ul style="list-style-type: none"> • http://www.pbs.org/mythsandheroes/myths_four_arthur.html <p>Texts - Excerpts or in Full</p> <p>Fiction/Drama/Poetry:</p> <ul style="list-style-type: none"> • Arturian Legends <ul style="list-style-type: none"> ○ http://edsitement.neh.gov/less-on-plan/exploring-arthurian-legend ○ http://www.britannia.com/history/h12.html • Various Native American Myths http://www.livingmyths.com/Native.htm • <i>The Lone Ranger and Tonto Fistfight in Heaven</i> Alexie <p>Honors</p> <ul style="list-style-type: none"> • American Myths Podcast - http://www.americanmythologypodcast.com/ • <i>The Golden Bough</i> http://www.sacred-texts.com/pag/frazer/
<p>Unit 4 (War and Genocide):</p> <p>I: Reading Text Type: literary and informational texts</p> <p>Writing Focus: Routine Writing, Informative and Explanatory (1 expository</p>	<p>Suggested texts and topics for Units 1 & 2:</p> <p><i>The Sound of Silence</i> by Paul Simon (located on p. 6 of NJDOE Holocaust Curriculum) http://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf</p>

<p>essay), Short Research (choose one focus standard) Argumentative/Persuasive (1 extended persuasive essay with thesis), Research (choose one focus standard from W.11-12.7-10) Reflection Writing</p> <p>Speaking and Listening Task type: Conduct discussions, Report findings</p> <p>Language Skill Focus: Study and apply grammar in context and practice; Study and apply vocabulary in context and practice</p> <p>II: Reading Text Type: literary and informational texts</p> <p>Writing Routine writing, Narrative (2 original narrative drafts) Short Research (choose one focus standard from W.11-12.7-10) Research (review and practice all elements) Reflection Writing</p> <p>Speaking and Listening Task Type: Conduct discussions, Report findings</p> <p>Language Skill Focus: Study and apply grammar in context and practice; Study and apply vocabulary in context and practice</p>	<p>“The Philosophy of War” by Alexander Moseley http://www.iep.utm.edu/war/</p> <p><i>What It’s Like to Go to War</i> by Karl Marlantes</p> <p><i>Catch 22</i> by Joseph Heller</p> <p><i>Persepolis: The Story of a Childhood</i> by Marjane Satrapi</p> <p><i>The Things They Carried</i> – Tim O’Brien http://гнаauss.hrsbteachers.ednet.ns.ca/sites/гнаauss.hrsbteachers.ednet.ns.ca/files/documents/OBrien-Tim---The-Things-They-Carried-Text.pdf</p> <p><i>King Leopold’s Ghost</i> (pdf) http://ieas.unideb.hu/admin/file_6617.pdf</p> <p><i>D-Day</i> - by Stephen Ambrose - Selected Chapters</p> <p>Honors: “Genocide” by Diane F. Orentlicher http://www.crimesofwar.org/a-z-guide/genocide/</p>
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Assessments

Evaluation of student achievement in this course will be based on the following:

- Observational data collected by teachers as students are learning and responding.
- Formative assessments given by teachers to gauge progress toward each standard.
- Quizzes that gauge comprehension of texts read through the year (poems, novels, plays, and informative texts).
- Summative responses to texts read through the year (constructed responses and thesis-driven essays).

Curriculum Resources

Anchor Programs/Teacher Materials

War and Genocide:

The Sound of Silence by Paul Simon (located on p. 6 of NJDOE Holocaust Curriculum)

“The Philosophy of War” by Alexander Moseley

What It’s Like to Go to War by Karl Marlantes

Catch 22 by Joseph Heller

Persepolis: The Story of a Childhood by Marjane Satrapi

The Things They Carried – Tim O’Brien *King Leopold’s Ghost* (pdf) [D-Day](#) - by Stephen Ambrose - Selected Chapters

Contemporary:

The Road by Cormac McCarthy*

The Curious Incident of the Dog in the Nighttime by Mark Haddon

The Handmaid’s Tale by Margaret Atwood

The Things They Carried by Tim O’Brien

“Golden Retrievals” and “Difference” by Mark Doty

“For What Binds Us” and “The Promise” by Jane Hirshfield

“Meaninglessness” and “Fairy Tale” by Stephen Dunn

“Early Sunday Morning” by Edward Hirsch

“Time Problem” by Brenda Hillman

Dystopian

from “Utopia”, Sir Thomas Moore

“Harrison Bergeron”, Kurt Vonnegut

This Perfect Day, Ira Levin

Brave New World, Aldous Huxley

“All Summer in a Day”, Ray Bradbury

1984, George Orwell

Fahrenheit 451, Ray Bradbury

Alas, Babylon, Pat Frank

“The Lottery”, Shirley Jackson

The Handmaid’s Tale, Margaret Atwood

Mythology

The Hero’s Journey

Readings from Creation Myths - *Creation, Chaos, Time; From Myth to Modern*

Cosmology

Beowulf

Anglo-Saxon Riddles

Canterbury Tales (Selected Readings)

Hamlet Shakespeare
The Fellowship of the Ring - Tolkien
Harry Potter and the Sorcerer's Stone - Rowling
Various Celtic Myths
National Geographic *Lord of the Rings: Myth and Storytelling The Hero's Journey* -
Mythic Structure of Joseph Campbell's Monomyth
Siddhartha, Hesse
Hindu Myths
Zen Poems
Arthurian Legends
Various Native American Myths
The Lone Ranger and Tonto Fistfight in Heaven Alexie

Film/Video/Blog, etc Excerpted or in Full:

Star Wars: The Force Awakens - Abrams
Beowulf - Kulakov
Greek Mythology: Gods and Goddesses - BBC Video
The Canterbury Tales Myerson
The Fellowship of the Ring Jackson
Harry Potter and the Sorcerer's Stone Columbus
Hamlet Zefferelli
PBS Myths and Heroes
The Buddha
Hindu Creation Story
American Myths Podcast
The Golden Bough

Home and School Connection

Parents are encouraged to support the ongoing educational practice of their children. Specific assignments, tasks, resources, texts, and materials are made readily available through each individual teacher's Google Classroom page. Additional support may be found on the school and library websites and also through the links provided below.

https://owl.purdue.edu/owl/purdue_owl.html
<https://www.collegeboard.org/>
<https://www.khanacademy.org/signup?isparent=1>
https://www.turnitin.com/login_page.asp?lang=en_us