

Glen Ridge Board of Education
English 12 C.P.
Grade 12
Required
Full Year

New Jersey Student Learning Standards

English Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description: College Prep English 12 is a survey course in Modern World Literature. The study of World Literature spans the globe and the centuries in its representative authors and poets. It is organized thematically covering four major themes over the course of the year. During the first semester students will explore the search for self, and the internal struggle. In the second semester students will explore the nature of the individual and community and the human condition and its impact on relationships. Through the analysis of the writings of various cultures, students will understand connections among literary works. Expression of analysis will be through expository and comparative writing, as well as scholarly creative projects in preparation for college-level work.

Name of Course
Unit 1: Search for Self
Time Allotted (days of instruction): 9 weeks
New Jersey Student Learning Standards (NJSLS)
<ul style="list-style-type: none">● RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.● RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.● RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.● RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).● RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.● RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.● RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
<ul style="list-style-type: none">● RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.● RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they

interact and build on one another to produce a complex account; provide an objective summary of the text.

- RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- 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.

- 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.
- 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.5. 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.11-12.10. 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.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How do I define myself and tell my own story? ● How do authors of both fiction and nonfiction use their text to define their individual experience? 	<ul style="list-style-type: none"> ● Students will identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives. ● Students will identify audience and purpose in a work of nonfiction. ● Students will understand challenges that environment poses for an individual. ● Students will evaluate point of view and how an author conveys perspective. ● Students will identify the elements of a strong college essay and work toward creating at least one college essay. 	<ul style="list-style-type: none"> ● Read and discuss Times article about interracial couples and relate it to Trevor Noah’s parents and their struggles. ● Seminar: Students will examine Sammy’s character in “A & P” and answer the questions: Is Sammy’s action heroic? Whether heroic or not, is his action offensive or belittling to women? ● Students will access the College Board website for Common Application essay topics and to evaluate sample college essays. ● Compare/Contrast: Students will compare portrayals of the father/child relationship as developed in “Arm Wrestling With My Father” and “Shooting Dad.”

		<ul style="list-style-type: none"> ● Read and annotate a segmented version of “I am a cripple” and discuss how the author uses style and voice to convey her narrative message. ● Discussion: Listen to “Takedown Day” story from The Moth Radio Hour and discuss narrative elements that make it a great story.
Resources/Materials		<ul style="list-style-type: none"> ● <i>Born a Crime</i> by Trevor Noah; ● Short stories, including, “Eleven” and “Barbie Q” by Sandra Cisneros; “Araby” by James Joyce; “A & P” by John Updike; “The Story of an Hour” by Kate Chopin; “I am a Cripple” and “Disability” by Nancy Mairs; “Graduation” or “Champion of the World” by Maya Angelou; “Fish Cheeks” by Amy Tan; “Arm Wrestling With My Father” by Brad Manning; “Shooting Dad” by Sarah Vowell; “Remembering My Childhood on the Continent of Africa” or “Me Talk Pretty One Day” by David Sedaris; “The Chase” by Annie Dillard; “Who’s Irish” by Gish Jen; “Indian Education” by Sherman Alexie (p.482) (compare with Cisneros stories?); ● Sample college essays from College Board, New York Times and other sources; ● Selected stories from <i>The Bedford Reader</i>, Eleventh Edition, selections on Critical Reading, The Writing Process, Narration ● Selected Poetry including: “Digging” by Seamus Heaney and “The Cough” by Harry Humes
Interdisciplinary Connections		<ul style="list-style-type: none"> ● The close reading and writing skills we use in this unit are transferable to all subject areas. ● The ability to do research and support a claim are useful skills for writing in all subject areas. ● Discussion of stories within context helps students connect with and understand different environments and historical periods. ● When looking at character development, many connections can be made to the study of psychology or sociology. ● We often discuss issues in the news as they connect to the works we read in class, which connects with many history classes.
21st Century Life and Careers		<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
Technology Standards		<ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion		Through our discussions of <i>Born a Crime</i> , we will discuss many issues that address current topics in race relations, such as taking down confederate flags and statues, white privilege, racism. We also examine writings

from people of different cultures, such as South Africa and Mexico.

Assessments

Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Using the “I am Canadian” ad as a template, students will fill in the blanks with personal assessment and then use the material to write a narrative. Annotation of both fiction and nonfiction works. Students will debate the use of the Confederate flag as it relates to the Apartheid flag discussed in <i>Born a Crime</i> Compare and contrast the narrators of “A & P” and “Eleven”, both young people struggling to define themselves. 	<ul style="list-style-type: none"> Students will write a personal essay useful for both the college application process and as a reaction to the varied identity ideas explored in the readings After reading the story by David Sedaris, students will write a narrative in which they tell of a difficult experience they’ve been through and how it has made them somehow stronger. Students will take a unit test in which they define literary and rhetorical terms and annotate a novel text using the techniques we’ve explored throughout the unit. 	<ul style="list-style-type: none"> Daily homework assignments Narrative drafting and peer editing Editing check-lists Frequent annotation assignments 	<ul style="list-style-type: none"> Read additional works by authors studied in this unit. Listen to audio of works by David Sedaris. Listen to stories from The Moth Radio Hour. Listen to This American Life episode to hear “Shooting Dad”. Watch clips of Trevor Noah and his feelings about race in America.

Modifications

English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Provide correction for language errors by modeling, not overt correction Ability to access Google translate in native language Verbal testing for written assessments Providing texts in native language if possible Providing audiobooks for novels Cooperative and partner activities 	<ul style="list-style-type: none"> Provide preferential seating Offer audio books Provide study guides and class notes Testing in an alternate setting Modify length and requirements for longer assignments and essays Provide examples of exemplar for written work Provide benchmarks for written work and adjust due dates when necessary 	<ul style="list-style-type: none"> Provide opportunities to study additional works by authors we read in class. Encourage exploration of wider context or historical significance for pieces we read in class. Submit a story to the New York Times personal narrative contest.

Name of Course

Unit 2: Internal Struggle

Time Allotted (days of instruction): 9 weeks

New Jersey Student Learning Standards (NJSLS)

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.5. 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).

- 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.

- 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.
- 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.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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.
- 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.

- 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.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- L.11-12.5. 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.
- 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.

comprehension or expression.		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">• How do individuals determine a course of action when faced with an internal conflict?• What do people need to be happy? Does one's environment support those needs, or work against them?• What makes humans feel powerless?• Why do people sometimes feel at odds with members of their own families?• How does one define success?	<ul style="list-style-type: none">• Students will define and understand elements of existentialism.• Students will define and examine elements of surrealism.• Students will understand Magical Realism.• Students will understand the meaning of Kafkaesque.• Students will write a formal literary essay using appropriate support from the text.• Students will examine a work of literature from various literary lenses.• Students will develop an extended metaphor in a well-written paragraph.• Students will understand protagonist and antagonist.• Students will develop a well-supported theme statement for a literary work.	<ul style="list-style-type: none">• Seminar: students will identify and analyze symbols in "Metamorphosis" including the different breakfast habits of Gregor and his father, the implication of Gregor's view of a hospital, and the apple lodged in his back.• View film clips that demonstrate how aspects of <i>the Metamorphosis</i> are prevalent in popular culture.• Students will read several poems and determine how they relate thematically or stylistically to the novella.• Read background of Kafka's relationship with his father and connect it to the details of his story.• Connect the idea of social isolation (see New York Times text to text) to issues in <i>The Metamorphosis</i>.• Discuss <i>The White Tiger</i> and how the main character is both antagonist and protagonist. Students will work in groups to defend a position on whether they felt sympathy for the main character.• Read and discuss article: "Indians fear the White Tiger says too much about them" and the controversy surrounding the publication of the novel.• Show pyramid of the caste system of India and connect with Balram's quest in <i>White Tiger</i>. http://ngm.nationalgeographic.com/ngm/0306/feature1/• Show pictures of various Hindu gods and discuss their relevance to Balram's tale. http://www.sanatansociety.org/hindu_gods_and_goddesses.htm#.VZqRDvIViko• Create a class cookbook. Each student will include a personal narrative about a family tradition revolving around food and a process analysis essay about how to complete the recipe.• Students will examine significant passages from <i>Like Water for Chocolate</i> in terms of Magical Realism. Interpret each passage in terms of use of language, elements of magical realism and overall meaning.

		<p>(11-12.L.3)</p> <ul style="list-style-type: none"> ● Analysis: As a class, watch an episode of a popular sitcom (How I Met Your Mother, New Girl, Off the Boat, Modern Family, etc.) and discuss the show through the literary lenses. ● Seminar: compare and contrast the internal (household) and external (Mexican government) revolutions portrayed in Like Water for Chocolate. Support this comparison with both visuals (images to bring meaning and support to each point) and textual evidence.
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● <i>The Metamorphosis</i> by Franz Kafka, ● <i>The White Tiger</i> by Aravind Adiga; ● <i>Like Water for Chocolate</i> by Laura Esquivel; ● "A Very Old Man With Enormous Wings"; ● Various poems including: "The Joy of Cooking" by Elaine Magarrel, "Food for Love" by Carolyn Kizer, "No Man is an Island" by John Donne; "The Transformation Of Arachne Into A Spider" by Ovid; "Ode to Sadness" by Pablo Neruda; "Sestina" by Elizabeth Bishop; ● Various Process Analysis essays and instruction from The Bedford Reader, including: "Corn's Conquest" by Michael Pollen, "Sweet, Sour, and Resentful" by Firoozeh Dumas; "How to Solve Sudoku" by Will Shortz; "How Boys Become Men" Jon Katz; "So, You Want to Be a Writer? Here's How." by Allegra Goodman; "The Spider and the Wasp" by Alexander Petrunkevitch; "How to Get Out of a Locked Trunk" by Philip Weiss; ● "Letter to his father" by Franz Kafka; ● "Text to Text: How Social Isolation is Killing Us" from The New York Times 	
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● The close reading and writing skills we use in this unit are transferable to all subject areas. ● The ability to do research and support a claim are useful skills for writing in all subject areas. ● Discussion of stories within context helps students connect with and understand different environments and historical periods. ● When looking at character development, many connections can be made to the study of psychology or sociology. ● We often discuss issues in the news as they connect to the works we read in class, which connects with many history classes. 	
<p>21st Century Life and Careers</p>	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	
<p>Technology Standards</p>	<ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to 	

	<p>solve problems individually and collaborate and create and communicate knowledge.</p> <ul style="list-style-type: none"> 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Diversity/Inclusion	We discuss characters from different backgrounds and how cultural contexts influence one's environment, economic opportunities, family obligations and daily conflicts. We read and discuss works from Prague, Mexico and India in this unit.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Write an epistolary to a figure of authority to enlighten him or her about a particular area of interest or expertise. Draw Gregor using textual details and inference from chapter 1 in <i>Metamorphosis</i> Work in a group to develop an interpretation of symbols in <i>The Metamorphosis</i> 	<ul style="list-style-type: none"> Unit test on <i>The White Tiger</i> Write a definition essay addressing the nature of success. Essay test for <i>Metamorphosis</i> Creative Project for <i>Metamorphosis</i> Process Analysis/Narrative essay on a family tradition 	<ul style="list-style-type: none"> Daily homework checks Drafting deadlines for written assignments Editing check-lists 	<ul style="list-style-type: none"> Listening to "Once in a Lifetime" by the Talking Heads and "Ants Marching" by Dave Matthews; discuss relevance to <i>The Metamorphosis</i> View a visual representation of Kafka's <i>Metamorphosis</i> http://www.randomhouse.com/crown/metamorphosis/ Show clips from movie, Slumdog Millionaire

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Provide correction for language errors by modeling, not overt correction Ability to access Google translate in native language Verbal testing for written assessments Providing texts in native language if possible Providing audiobooks for novels Cooperative and partner activities 	<ul style="list-style-type: none"> Provide preferential seating Offer audio books Provide study guides and class notes Testing in an alternate setting Modify length and requirements for longer assignments and essays Provide examples of exemplar for written work Provide benchmarks for written work and adjust due dates when necessary 	<ul style="list-style-type: none"> Provide opportunities to study additional works by authors we read in class, especially stories by Franz Kafka. Encourage exploration of wider context or historical significance for pieces we read in class, such as a study of the economics of modern-day India.

Name of Course
Unit 3: Individual and Community
Time Allotted (days of instruction): 9 weeks

New Jersey Student Learning Standards (NJSL)

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7. 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.
- 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.
- 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.
- 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.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- 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.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How does one maintain or cultivate individuality within the confines of a restrictive society? ● How does one overcome obstacles and move past a challenging environment? ● How do we balance obligations to ourselves and others? ● Is it possible to move past regret? 	<ul style="list-style-type: none"> ● Students will analyze character development throughout a literary work. ● Students will trace a theme by gathering relevant textual evidence throughout a literary work. ● Students will understand an author’s choices when structuring a memoir. ● Students will develop a claim and support it with textual evidence. ● Students will understand the meaning of symbols. ● Students will gather evidence to support their position in a socratic seminar. ● Students will evaluate news sources to determine when news is valid vs. when it is intentionally misleading and false. ● Students will understand elements of argument. 	<ul style="list-style-type: none"> ● Group Activity: students will trace a particular theme throughout our reading of <i>The Kite Runner</i> and collect direct evidence to be used for the final essay. ● Students will read news articles to gain background on Afghanistan. ● Students will analyze significant symbols and develop an analysis to be shared with the class. ● Students will view parts of “The Dancing Boys of Afghanistan” and debate the U.S. military’s responsibility when faced with these situations in Afghanistan. ● Seminar: Students will conduct a virtual seminar (using Padlet) where they will determine what made the difference between the lives of the two Wes Moores. ● Students will conduct research and write an essay in which they connect significant themes, issues or controversies in the novel to current events, supporting their claims with both <i>The Kite Runner</i> and outside sources.

		<ul style="list-style-type: none"> ● View a short video: “The war on drugs was an epic fail” (Jay Z) and discuss how this relates to the environment both Wes Moores faced growing up. ● Students will read several current arguments and evaluate elements such as ethos, logos, pathos, claim and evidence. ● Students will identify examples of fake news and determine how they can verify that a source is legitimate. ● Close Reading/Annotation of several relevant arguments, identifying Ethos, Logos, Pathos and aspects of rhetoric.
Resources/Materials	<ul style="list-style-type: none"> ● <i>The Kite Runner</i> by Khaled Hosseini; ● <i>The Other Wes Moore</i> by Wes Moore; ● selected op/eds and current arguments from reputable news sources; ● film: “Dancing Boys of Afghanistan”; ● film: “The Kite Runner” 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● The close reading and writing skills we use in this unit are transferable to all subject areas. ● The ability to do research and support a claim are useful skills for writing in all subject areas. ● Discussion of stories within context helps students connect with and understand different environments and historical periods. ● When looking at character development, many connections can be made to the study of psychology or sociology. ● We often discuss issues in the news as they connect to the works we read in class, which connects with many history classes. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	<p>We discuss characters from different backgrounds and how cultural contexts influence one’s environment, economic opportunities, family obligations and daily conflicts. In this unit we will discuss people from Afghanistan and how traditions and struggles are related to this environment. While reading <i>The Other Wes</i></p>	

Moore, we also complete activities related to white privilege, racism, our current climate of police violence and growing up black in America.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Daily reading checks • Homework assignments relating to specific chapters and reading guide questions • Discussion of selected opinion pieces • Group symbol analysis • Group development of a theme statement for <i>the Kite Runner</i> • Mini-argument on whether or not Amir achieves redemption 	<ul style="list-style-type: none"> • Contemporary Issues Research Paper for <i>The Kite Runner</i> • Socratic Seminar on <i>The Other Wes Moore</i>, including student reflection paper 	<ul style="list-style-type: none"> • Scaffolded deadlines for research paper • Peer editing sheet • Essay rubric • Reading checks • Daily homework checks 	<ul style="list-style-type: none"> • Using developmental theory, analyze the family dynamics for each Wes Moore and how they may have impacted their trajectories. • Read the graphic novel form of <i>The Kite Runner</i> and discuss how visual elements are used to convey complex aspects of the story. • View visual background to Persepolis: http://prezi.com/vfsuxdko-tii/marjis-world

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> • Provide correction for language errors by modeling, not overt correction • Ability to access Google translate in native language • Verbal testing for written assessments • Providing texts in native language if possible • Providing audiobooks for novels • Cooperative and partner activities 	<ul style="list-style-type: none"> • Provide preferential seating • Offer audio books • Provide study guides and class notes • Testing in an alternate setting • Modify length and requirements for longer assignments and essays • Provide examples of exemplar for written work • Provide benchmarks for written work and adjust due dates when necessary 	<ul style="list-style-type: none"> • Read an interview with Khaled Hosseini http://www.theatlantic.com/international/archive/2013/05/kite-runner-author-on-writing-afghanist-an-and-his-new-book/275736/ • Visit the Tehran Information Center: http://tehran.stanford.edu/ for further information about Afghanistan • View some of the resources provided at the end of <i>The Other Wes Moore</i> and develop a service project inspired by these ideas. • Enter the New York Times Connections Contest

Name of Course
Unit 4: Relationships and the Human Condition
Time Allotted (days of instruction): 9 weeks
New Jersey Student Learning Standards (NJSLs)
<ul style="list-style-type: none"> • 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.11-12.7. 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.)

- 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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. 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.11-12.9. 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.

- 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.
- 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.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7. 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).

- 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.
- SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4 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.

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

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How does a sense of the unknown help us find our place in the world? ● How does understanding others help us understand ourselves? ● How do writers and speakers persuade audiences, both in written and visual mode? 	<ul style="list-style-type: none"> ● Students will identify written, spoken and visual elements of an argument. ● Students will be able to identify and apply elements of the rhetorical triangle. ● Students will write mini-arguments. ● Students will use various sources to create a multimedia project that develops and supports a claim. ● Students will understand how setting relates to character development. ● Students will understand how visual elements can convey theme and conflict in a graphic novel. 	<ul style="list-style-type: none"> ● Students will gather background information on Iran prior to reading <i>Persepolis</i> ; Webquest on Iran for background to <i>Persepolis</i> ● Students will research and define the following terms as background to <i>Persepolis</i>: Muslim, Fundamentalism, Shah, Ayatollah, Shador, Taliban ● Discussion: What was the greatest challenge Marjane’s parents encountered? What was the greatest challenge Marjane encountered? Predict what will happen when Marjane is reunited with her parents. ● View the movie adaptation of “Persepolis” and compare to the graphic novel. ● Visual Argument: View a visual and then discuss and explain the argument made by the piece and describe the audience the text/graphic is designed to address or invoke. Each group will briefly present their findings to the class. ● Graphic Organizer: Using the SOAPStone method or the Bicycle Argument guidelines, analyze various texts. ● Viewing Activity: view excerpts from Monty Python that help explain aspects of argument and Logical Fallacy, and identify the aspects of Logical Fallacy in the arguments presented. ● Group activity: analyze visual argument in advertisements or Super Bowl commercials, using

		language of argument (ethos, logos, pathos).
Resources/Materials	<ul style="list-style-type: none"> ● <i>Persepolis</i> by Marjane Satrapi; various visual and written arguments; ● “Persepolis” film; ● several music videos that develop arguments (“This is America” by Childish Gambino, “Formation” by Beyonce, etc.); ● Various op/ed and opinion pieces from New York Times, Wall Street Journal and other newspapers ● “This is Water” by David Foster Wallace; ● Super Bowl commercials; ● excerpts from well-known memoirs as exemplar texts 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● The close reading and writing skills we use in this unit are transferable to all subject areas. ● The ability to do research and support a claim are useful skills for writing in all subject areas. ● Discussion of stories within context helps students connect with and understand different environments and historical periods. ● When looking at character development, many connections can be made to the study of psychology or sociology. ● We often discuss issues in the news as they connect to the works we read in class, which connects with many history classes. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	
Diversity/Inclusion	We discuss characters from different backgrounds and how cultural contexts influence one’s environment, economic opportunities, family obligations and daily conflicts. We read and discuss the Iranian revolution when reading <i>Persepolis</i> , and address several current issues in our society relating to diversity and inclusion while learning about argument.	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Panel analysis of visual elements in <i>Persepolis</i>. ● Write and present a Graduation speech inspired by 	<ul style="list-style-type: none"> ● <i>Persepolis</i> final test and panel analysis. ● Students will develop and present a research project that supports a 	<ul style="list-style-type: none"> ● Deadlines for research project will be broken down to smaller parts ● Peer editing checklist 	<ul style="list-style-type: none"> ● Create a graphic novel instead of a personal memoir. ● Develop the final project as a TED talk.

<p>David Foster Wallace and other sample graduation speeches.</p> <ul style="list-style-type: none"> Analyze arguments using SOAPStone or the rhetorical triangle. Participation in class discussions/arguments of pertinent topics in our society today. 	<p>claim with evidence from outside research, videos and music.</p> <ul style="list-style-type: none"> Students will create a personal memoir project where they creatively reflect on six different topics to reflect their own development in their lives. 	<ul style="list-style-type: none"> Deadlines for final memoir project will be broken down to smaller parts 	
---	---	---	--

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Provide correction for language errors by modeling, not overt correction Ability to access Google translate in native language Verbal testing for written assessments Providing texts in native language if possible Providing audiobooks for novels Cooperative and partner activities 	<ul style="list-style-type: none"> Provide preferential seating Offer audio books Provide study guides and class notes Testing in an alternate setting Modify length and requirements for longer assignments and essays Provide examples of exemplar for written work Provide benchmarks for written work and adjust due dates when necessary 	<ul style="list-style-type: none"> Study the background of Persepolis and ancient Iran Listen to Serial Podcast and complete a position paper based on the guilt or innocence of the subject. Complete “Room for Debate” argument questions and submit to the New York Times Enter the New York Times Podcast Contest