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RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: English IV/Honors

Grade Level: 12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

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Dr. Leslie Septor, Program Supervisor of Literacy

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Subject/Course Title:
Honors English IV
Grade: 12

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Honors English IV

PACING GUIDE

Unit	Title	Pacing
1	The Search for Self / Preparing for the Future	10 weeks
2	Tragedy and Transformation: Exploring Shakespearean Themes in Othello and Hamlet	10 weeks
3	Perspectives on Identity and Isolation: Exploring Short Stories	10 weeks
4	Challenging Traditions & Social Institutions / Questioning Power & Authority	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments.

- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: English

Unit I Title: Journeys of Self Discovery / Preparing for the Future

Target Course/Grade Level: English IV & Honors English IV / Grade 12

Unit Summary: Students will explore the themes of self-discovery, identity, and the quest for meaning through the lenses of two texts: *Siddhartha* by Hermann Hesse and *Into the Wild* by Jon Krakauer. Both texts follow protagonists who embark on journeys of self-discovery, challenging societal norms and seeking deeper truths about themselves and the world around them. Through close reading, discussion, and various activities, students will analyze how these characters' journeys reflect universal human experiences and grapple with essential questions about personal identity, fulfillment, and the consequences of pursuing individualistic paths.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards-ELA:

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and 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.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

W.AW.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.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.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.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

Unit Understandings:

Students will understand that...

- the journey to understand oneself often involves encountering challenges and conflicting desires
- individuals construct their identities through interactions with society, nature, and personal experiences
- the search for meaning in life can lead to both personal growth and disillusionment
- different perspectives on life and society influence one's understanding of self and the world
- human nature can be developed through internal and external forces

Unit Essential Questions:

- How do individuals define and redefine themselves through their experiences and interactions?
- What role does societal expectation play in shaping personal identity?
- To what extent does the pursuit of personal freedom and meaning impact individuals and their relationships with others?
- What universal truths about human nature and the human experience are revealed through these journeys of self-discovery?

Knowledge and Skills:

Students will know...

- the basic elements of Hindu religion and their impact on Siddhartha's early life
- the basic tenets of Buddhism
- the elements of the quest narrative
- the archetypes of a hero and structural pattern of the hero cycle
- the narrative structure and patterns of a quest
- the fundamental literary devices used in *Siddhartha* and *Into the Wild*

Students will be able to...

- analyze the elements of the quest narrative
- analyze the use of literary elements and their effect on meaning
- evaluate characters' decisions and motivations
- annotate for theme, characterization, symbolism, cultural context, metaphor, & allusion(s)
- craft analytical essays with clear thesis statements and textual evidence
- engage in thoughtful discussions and defending interpretations with evidence
- investigate related topics such as transcendentalism, Buddhism, and philosophical ideas.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:

Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

Plan, write, revise, and publish a 250-word college application essay using current prompts from institutes of higher learning.

Create a resume, cover letter, and thank you letter using a standard business format.

Students will write a comparative analysis essay exploring the themes of self-discovery and identity in *Siddhartha* and *Into the Wild*. They will analyze how the protagonists' journeys reflect their quest for meaning and personal identity.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will engage in daily close reading with assigned reading and prepare reader response notes, including textual evidence, author intent, and personal analysis.
- Students will engage in small group discussions focusing on specific chapters or themes.
- Create character maps or profiles to trace the development of Siddhartha and Chris McCandless.
- Explore ethical dilemmas and moral decisions faced by the protagonists.
- Students will engage in daily writing & note-taking activities including short free-writes, Cornell notes, & reader response journals, as well as longer sessions for planning, editing, revising, and polishing essays
- Students will respond to a series of in-class prompts & exit tickets
- Class discussions, both whole group and smaller “break-out” groups

RESOURCES

Teacher Resources:

- MLA handbook (can be found at owl.english.purdue.edu)
- Hermann Hesse, *Siddhartha*
- Jon Krakauer, *Into the Wild*
- Excerpt from Joseph Campbell’s *Hero With A Thousand Faces*
- Excerpts from *The Dhammapada*
- Poem: “Stopping by Woods on a Snowy Evening” & “The Road Not Taken” by Robert Frost
- Song: The Beatles, “Tomorrow Never Knows”
- Hero’s journey charts
- Annotation worksheets
- Film clips from *The Buddha*
- Resume example & template
- College websites
- Sample college essays
- Synthesis prompt

Equipment Needed:

- Chromebooks and TV/LED projector

UNIT OVERVIEW

Content Area: English

Unit II Title: Tragedy and Transformation: Exploring Shakespearean Themes in *Othello* and *Hamlet*

Target Course/Grade Level: English IV & Honors English IV / Grade 12

Unit Summary: This unit focuses on the exploration of Shakespearean tragedies through two core texts: *Othello* and *Hamlet*. Students will delve into the themes of jealousy, revenge, madness, and moral ambiguity as they analyze the tragic flaws and complex motivations of the protagonists. Through close reading, critical analysis, and discussions, students will examine how characters transform through the unfolding of tragic events and how these transformations reflect broader human experiences. The unit will culminate in a comparative analysis of the two plays, emphasizing the personal and societal implications of tragedy and transformation.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and 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.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.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.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.ES.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.PI.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.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. 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. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

Unit Understandings:

Students will understand that...

- tragedy serves as a catalyst for character transformation and can reveal deeper truths about human nature
- Shakespeare's works provide insight into the complexities of personal and societal change
- analyzing characters' transformations in literature can enhance our understanding of real-world human experiences
- comparative analysis of literary works enhances critical thinking and analytical skills
- jealousy and prejudice can distort one's perception of a situation and/or person
- political struggles for power are not a modern issue; they are part of every historical era.
- the characters have different beliefs and moral understandings that affect their decisions and, ultimately, the final outcome

Unit Essential Questions:

- What is loyalty, and how important is it?
- What role does tragedy play in the transformation of individuals and societies?
- Is man naturally violent, or is violence learned?
- How do Shakespeare's tragedies reflect the human condition and the complexities of personal and societal change?
- How do stories reveal truths about human nature?
- Is revenge ever justified? Does vengeance ever satisfy?

Knowledge and Skills:

Students will know...

- the plot, themes, and motifs of *Othello*
- literary devices and techniques used by Shakespeare
- the historical and cultural context of Shakespeare's works
- the elements of tragedy in literature
- how subtext and choices by actors and directors can influence an audience's understanding of and perception of drama and how this relates to the way literary scholars, actors, and directors study and interpret texts

Students will be able to...

- analyze and interpret textual evidence to support their understanding of the plays.
- compare and contrast themes and character transformations in "Othello" and "Hamlet."
- reflect on the clarity of their expression and grammar usage in their written assignments.
- analyze language and literary devices in a Shakespearean drama.
- translate Shakespearean language into modern-day English.
- analyze themes of the play and in the poems, and explain how these themes relate to their lives.
- analyze how authors use literary devices to create meaning and build themes.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:

Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

Students will write an argumentative essay with a clear thesis statement and line of reasoning supported by textual evidence both implicitly and explicitly. Possible prompts include the following:

1. The tragic hero, Othello, kills his wife. Is he still a sympathetic character? If so, how does Shakespeare keep the audience from losing all sympathy for him? If not, why not?
2. A character foil has a contrast of some kind that makes more apparent the qualities of another. Choose two character foils from the play and compare and contrast them, using evidence from the text. How does the use of contrast affect your understanding of the characters involved?
3. Analyze the theme of deception in either *Othello* or *Hamlet*. Which characters engage in deception and why? How do the deceptions of these characters contribute to the meaning of the work as a whole (theme)?
4. Analyze the concept of revenge. Which characters engage in revenge and why? How do the motivations of these characters contribute to the meaning of the work as a whole (theme)? Is the desire for revenge justified? Why or why not?

Students will engage in weekly quick writes as checks for understanding. In addition to plot development and characterization, students will be required to identify and analyze literary elements.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- A Bouquet for Remembrance activity: Students will answer questions about the symbolism of Ophelia's flowers, and then they will construct their own symbolic bouquets based on common meanings (e.g., rue = sorrow/penitence/regret, daisies = innocence/love/spring).
- Anatomy of a Character activity: Students will create an "anatomy" chart for a chosen character. Each part represents an aspect of the character such as the character's hands representing something the character holds either literally or figuratively. Students will work in teams on this character analysis.
- Guided Reading: Students will work individually and collaboratively on guided reading for each act.
- *Hamlet* in film: Students may compare and contrast scenes from multiple film versions of *Hamlet*, as well as scenes from *The Lion King*.
- *Othello* in film: Students will evaluate scenes from *Othello* and explain their rationale. Would they change anything, or did the director do the scene justice? .
- Structured debates on topics such as the role of fate vs. free will in the characters' downfalls.
- Poetry Presentation: Students will work in groups to analyze a chosen poem, connect the poem to themes in *Hamlet* or *Othello*, and present their findings to the class.
- Possible Assignment: Recreate a scene from *Hamlet* or *Othello*, or recreate the whole play in as few panels as possible. In no fewer than five panels, and no more than 20 (if doing the whole play), students will work in groups to recreate a short scene, a single act, or the entire play. Cartoons will be graded by accuracy, incorporation of key elements, layout, design, and clarity. Students will explain their decisions to the class.
- Think-pair-share: Students will discuss and explain key quotes, questions, and motifs.
- Read Gloria Steinem's speech and analyze the inequalities discussed in the speech and compare them to the inequalities discussed in Emilia's speech. (<https://voicesofdemocracy.umd.edu/steinem-testimony-speech-text/>)

RESOURCES

Teacher Resources:

- "Of Revenge" by Francis Bacon
- *Hamlet* by William Shakespeare
- *Othello* by William Shakespeare
- Sonnets and poetry including but not limited to "Much Madness is divinest Sense" by Emily Dickinson, "This Just to Say" by William Carlos Williams, "Repentance" by Ameen Rihani, "I felt a Funeral, in my Brain" by Emily Dickinson, "What Changes" by Naomi Shihab Nye, "Funeral Blues" by WH Auden, Cardinal Wolsey's speech from *Henry VIII*, Sonnets 138, 130, & 73 by William Shakespeare.
- Folger Shakespeare Library Art: <https://www.folger.edu/blogs/shakespeare-and-beyond/ophelia-nineteenth-century-english-art/>
- Gloria Steinem's speech: (<https://voicesofdemocracy.umd.edu/steinem-testimony-speech-text/>)

Equipment Needed:

- Chromebooks and TV/LED projector

UNIT OVERVIEW

Content Area: English

Unit III Title: Perspectives on Identity and Isolation: Exploring Short Stories

Target Course/Grade Level: English IV & Honors English IV / Grade 12

Unit Summary: This unit explores themes of identity and isolation through a diverse collection of short stories, including Jhumpa Lahiri's "Interpreter of Maladies," David Sedaris's "Us and Them," and William Faulkner's "A Rose for Emily." Over several weeks, students will analyze how these themes are portrayed through different cultural and social lenses. Through close reading, discussion, and various analytical activities, students will gain a deeper understanding of how identity and isolation shape human experiences.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.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.ES.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.KL.11–12.2. 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. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

Unit Understandings:

Students will understand that...

- identity and isolation are central themes that influence characters' actions and perspectives in literature
- the immigrant experience is complex and varies from person to person
- cultural and social contexts significantly impact the themes and messages of literary works
- analyzing diverse perspectives in literature can enhance empathy and understanding of different human experiences
- short stories offer a concentrated exploration of complex themes, characters, and settings
- conflict in a short story sets the stage for character development

Unit Essential Questions:

- How do the themes of identity and isolation manifest in the characters and plots of the short stories?
- In what ways do cultural and social contexts shape the characters' identities and experiences of isolation?
- What literary techniques do authors use to convey the themes of identity and isolation?
- What is the purpose of communication in Lahiri's stories?
- How can exploring diverse perspectives in literature deepen our understanding of the human condition?

Knowledge and Skills:

Students will know...

- story structure (Freytag's Pyramid) and elements such as exposition, inciting incident, rising action, conflict, climax, falling action, & denouement
- the plot, characters, and themes of "Interpreter of Maladies," "Us and Them," and "A Rose for Emily"
- how point of view can affect a story
- literary devices and techniques used in short stories
- the cultural and social contexts of the selected stories
- the elements of short story structure and analysis

Students will be able to...

- analyze and interpret textual evidence to support their understanding of the stories
- identify and discuss themes of identity and isolation in the texts
- engage in discussions and debates about the themes and characters
- write analytical essays that explore the themes of identity and isolation
- create projects that reflect their understanding of the stories' themes and contexts

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:

Literary Analysis Task (W2, W9): After reading passage(s), students will think about the similarities and differences in how the two authors developed the themes in each text. Students will write an essay in which they identify a theme from each text and analyze how the theme is developed using specific details from both selections.

Students will engage in group discussions based on analysis charts, theme tracking, and characterization charts for each short story.

Formative assessments will be conducted daily to show that students understand plot, structure and literary techniques used work in concert to inform meaning.

Students will work in teams to create and present a Google Slides presentation, a poster, a graphic/comic, their own short story, or a rewrite of one of the stories studied. The presentation should focus on one of the themes or motifs studied such as food and culture, marriage, age, love, etc.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will engage in pre-reading activities centered around themes and motifs in the stories covered. They will reflect on ideas such as maladies, the immigrant experience, food as a source of comfort and a connection to one’s culture, and differing views of marriage.
- Students will study word choice and syntax, particularly in cases where the word choice has multiple meanings and/or the syntax is particularly beautiful: “Her soliloquies mawkish, her sentiments maudlin, malaise dripped like a fever from her pores” (from “The Treatment of Bibi Haldar).
- Students will analyze structure (Freytag’s Pyramid).
- Students will learn to use the QPA (Quick Passage Analysis) structure: one probing question and a four-sentence analysis.

RESOURCES

Teacher Resources:

- Jhumpa Lahiri, *Interpreter of Maladies*
- Amy Tan, “Mother Tongue”
- William Faulkner, “A Rose for Emily”
- Excerpt from Chinua Achebe, *Things Fall Apart*
- Excerpt from Azar Nafisi, *Reading Lolita in Tehran*
- Excerpt from Amy Tan, *The Joy Luck Club* (“The Red Candle”)
- MLA handbook (owl.english.purdue.edu)

- Freytag's pyramid handout
- QPA handout
- Handouts from the Jane Schaffer Writing Program
- Nonfiction podcast or speech such as Sonia Sotomayor's "A Latina Judge's Voice" or Amy Tan's "Mother Tongue"
- <https://ny.pbslearningmedia.org/resource/a353a4ba-cd56-4999-97dd-0e40e11a7211/iceberg-concept-of-culture-images-and-pdfs/#.Wa7Yech94uU>

Equipment Needed:

- Chromebooks and TV/LED projector

UNIT OVERVIEW

Content Area: English

Unit IV Title: Challenging Traditions & Social Institutions/ Questioning Power & Authority

Target Course/Grade Level: English IV & Honors English IV / Grade 12

Unit Summary: This unit focuses on Ancient Greece, its mythology, and the rich literary tradition of Greek tragedy. Through an in-depth study of the Greek gods and Sophocles' Oedipus Trilogy—"Oedipus Rex," "Oedipus at Colonus," and "Antigone"—students will explore themes of fate, free will, and the human condition. By examining the cultural and religious context of Ancient Greece, students will gain a deeper understanding of how these timeless themes are interwoven into Greek literature and society. Students will explore aspects of the human condition, ideas of morality, and the nature of and types of power.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning structure and 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.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.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.ES.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.KL.11–12.2. 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. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- A. 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.
- B. 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).

Career Readiness, Life Literacies, and Key Skills:

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

Unit Understandings:

Students will understand that...

- the interplay of fate and free will is a central theme in Greek tragedy and reflects broader questions about human existence.
- Greek mythology and religious beliefs provide essential context for understanding Greek literature
- the Oedipus Trilogy offers insights into the complexities of human nature, morality, and leadership
- studying ancient texts enhances our understanding of contemporary issues and human experiences

Unit Essential Questions:

- How do the concepts of fate and free will manifest in the Oedipus Trilogy?
- What role do the Greek gods and mythology play in shaping the characters’ destinies in the trilogy?
- How do the themes of the Oedipus Trilogy reflect the values and beliefs of Ancient Greek society?
- How do our values shape our decisions?
- Does adversity help people grow individually and collectively?
- Are we morally obligated to rebel against unjust laws?
- What influences human behavior?
- How does power corrupt?

Knowledge and Skills:

Students will know...

- major Greek gods and their roles in mythology
- key aspects of Greek religious beliefs and funerary practices
- cultural and religious context of Ancient Greece
- the literary elements and structure of Greek tragedy

Students will be able to...

- analyze and interpret textual evidence to support their understanding of the plays
- apply the act of civil disobedience from *Antigone* to acts of disobedience in other time periods
- discuss the interplay of fate and free will in the context of the trilogy
- explain the influence of Greek mythology on the characters and plot
- discuss the importance of gender in the play and the role of Athenian women in ancient Greece
- evaluate the nature of patriarchy
- analyze the different types of power and their purposes

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task as follows:

Informative/Explanatory Writing Task (W2): After reading a short passage, students will describe, discuss, explain or analyze an aspect of the passage. They will draw on their own experiences or opinions to develop their ideas for the essay.

Students will write a critical analysis essay in response to *Antigone*. Choice 1. After reading passages, students will think about the similarities and differences in how the two authors developed the themes in each text. Students will write an essay in which they identify a theme from each text and analyze how the theme is developed using specific details from both selections. For example, after reading the passage from “Civil Disobedience” and/or “Letter from Birmingham City Jail,” students can think about the similarities and differences in how the authors developed the theme of civil disobedience in each text and then analyze how that theme is developed using specific details from both selections. Choice 2. “Because it was not Zeus who ordered it, / Nor Justice, dweller with the Nether Gods, / Gave such a law to men; nor did I deem / Your ordinance of so much binding force, / As that a mortal man could overbear / The unchangeable unwritten code of Heaven.” (Antigone, p. 14) (In our text, she says, “Your edict, King, was strong, / But all your strength is weakness itself against / The immortal unrecorded laws of God. / They are not merely now: they were, and shall be, / Operative forever, beyond man utterly.” Consider the above quote, either version, and then write an essay in which you explain the meaning of the quote and analyze the theme of natural law vs. state law and explain how this theme is developed in *Antigone*.

Antigone poster project: Students will review the major issues of the play, and create a poster that illustrates a theme, motif, or idea from the play. Alternatively, they may create a poster that retells a scene from the play using a graphic novel format.

Formative and Summative checks for understanding throughout the unit.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will use a graphic organizer to explore the following topics from the play: fate vs. free will, God's law vs. man's law, blindness vs. sight, civil disobedience, and family loyalty vs. loyalty to the state (citizenship).
- Students will respond to a series of exit tickets and guided reading questions.
- Students will use a graphic organizer to paraphrase sections of the text.
- Close reading activities including focused readings on segments of *Antigone* that illustrate a certain theme or idea

RESOURCES

Teacher Resources:

- *Antigone* by Sophocles
- "Invictus" by William Earnest Henley; "If We Must Die" by Claude McKay; selections from Henry David Thoreau, Gandhi, & Martin Luther King, Jr.
- *Oedipus the King*, PBS Reader's Theater Adaptation
- Handouts/Presentation Materials: (available as pdfs online)
- Timeline of major periods and events from Greek history
- Greek Gods and Goddesses, to review deities and their spheres of influence
- Greek Religion and Funerary Practice
- Video clip of Henry David Thoreau's *Civil Disobedience* read by Mark Ruffalo
- *Letter from Birmingham Jail* by Rev. Dr. Martin Luther King Jr.
- <https://www.teachertube.com/videos/269016>

Equipment Needed:

- Chromebooks and TV/LED projector