

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Language, Myth, and Culture/Honors

Born On: August, 2024
Previous Revision: August, 2023
Current Revision: August, 2024
Board Approval: 8/26/24

COURSE DESCRIPTION: Language, Myth, and Culture

Description of course: Language, Myth and Culture

The PVRHSD English department believes that all students should have access to the identical curriculum within a specific course. To this end, all students in the mixed-level courses (College Prep/Honors or College Prep /Collaborative) will be exposed to the same content and skills. Utilizing pre-assessments to delineate various skill levels, teachers will differentiate content, process, and/or product based on individual student readiness, interests, and learning profiles.

Students who qualify and take the course at the honors level will be expected to demonstrate advanced proficiency in specific skills of any given assignment. Honors students will be asked to complete independent and accelerated work and perform additional tasks as determined by a given rubric. Examples of independent or accelerated work may include additional and/or more rigorous reading assignments, additional presentation opportunities, and expectations of scholarly levels of analytical writing.

Language, Myth and Culture is a full-year five-credit course offered jointly by the English department. Students will receive five credits in English which may serve as the English graduation requirement. The course will meet daily for one period per day.

The goal of the program will be to enhance student understanding of literature and their appreciation of the interrelated fields of history, art, comparative religion, philosophy and music that find their expression in the Western Tradition. Students will be expected to read and interpret selections from literary masterpieces and primary source historical documents as well as gain an awareness of the development of Western art and architecture created within the context of the social and cultural values of the particular time periods studied. Through their active involvement and participation in discussions of literature, and the supplemental viewing of a variety of related art, architecture, music, etc., students will achieve an integrated appreciation of the recurring themes that combine to form the Western Tradition.

Language, Myth and Culture is organized to involve students in the study of literature from antiquity through the contemporary age. Through the study of these broad time periods, students will be exposed to the unfolding drama of the Western Tradition in which reason has been used to seek an understanding of man and society as well as the recognition of the importance of freedom and the inherent worth of the individual. These understandings will be tested against the seemingly irrational and violent behaviors of individuals and societies during these particular time periods. The goal will be to examine Western thought and values so that students will come to know themselves and appreciate the value of all human beings in the context of the Western commitment to reason and freedom.

To encourage students to obtain an understanding of their roots in the Western tradition, major emphasis will be placed on the following questions that reappear in literature, history and art through the ages:

- Who has power?
 - What function does that power serve? How do the powerful maintain power?
- What is the function of education?
 - How are people educated?
 - Why?
- How does technology affect society?
- What is freedom? Who is free?
- What is beauty? How are these ideals immortalized in a given culture?
- What serves as entertainment? What other function does entertainment serve?
- What role does a higher power play in life? What happens after death?
- What is a society's person relationship to nature?
- Who are heroes?
- What role does family life play in society?
- How are gender roles defined?

In the tradition of the Roman poet, Terence, who said, "Homo sum; humani nihil a me alienum puto" (I am a man; I hold nothing human foreign to me), the Language, Myth and Culture course will consider nothing in the realm of human knowing foreign to itself. Students will be encouraged to make connections between areas of knowledge which formerly may have been viewed as disparate disciplines. Since all knowledge will be viewed as unified, the seminar will work according to the definition of the humanities proposed by the National Endowment for the Humanities:

The humanities are above all a way of thinking, a dimension of learning. The subjects of the humanities range from the study of the great texts to the analysis of contemporary problems; the methods of the humanities are both those of the particular disciplines and of broader interdisciplinary inquiry...The humanities include, but are not limited to: history, philosophy, languages, linguistics, literature, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical and philosophical approaches.

Assessment of Student Performance

Student performance will be assessed through written essays, quizzes and tests, oral presentations, creative effort in individual and group projects, and class participation in small and large group discussions. In addition, research and creative projects will be undertaken each marking period by students working closely and mentored by the instructor assigned to the seminar. Students will be encouraged to develop their own ideas for each project which will reflect their unique talents and interests. A final project will be required emphasizing an interdisciplinary approach to one specific topic which will be presented orally and in writing during the scheduled block of time.

Evaluation

In addition to the criteria outlined above, students are expected to fulfill their responsibilities included in the course proficiency outline which explains the grading procedures in the course.

Students who qualify and take the course at the honors level will be expected to demonstrate advanced proficiency in specific skills. Honors students will be asked to complete independent and accelerated work and perform additional tasks as determined by a given rubric. Examples of independent or accelerated work may include additional and/or more rigorous reading assignments, additional presentation opportunities, and expectations of scholarly levels of analytical writing. Texts and/or assignments required for honors classes are **noted in bold**.

Texts

Sources of the Western Tradition Volume One: From Ancient Times to The Enlightenment Third Edition 1995

Authors: Marvin Perry, Joseph Peden, and Theodore H. Von Laue

Houghton Mifflin Company: Boston. Toronto

Nonfiction articles from a variety of periodicals will be used frequently throughout the entire course

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs specified by the NJSLs and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLs".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A:35-4.43](#) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: [N.J.S.A. 18A:35-28](#) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A.18A:35-4.36](#)) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: ([N.J.S.A.18A:35-4.36a](#)) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

<u>WRITING</u>	<u>READING</u>	<u>GRAMMAR & LANGUAGE</u>	<u>SPEAKING & LISTENING</u>
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Suggested Pacing: Students will spend approximately 3-4 weeks on each of the units of study outlined in the objectives section below.

READING UNITS

Unit 1: The Earliest Civilizations–The Ancient Near East

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define what is meant by civilization and describe the conditions under which it emerges. 2. Understand Near Eastern civilizations' responses to: <ol style="list-style-type: none"> a. Human beings' purpose and place in the world b. Hierarchical society. c. Role of the deity in everyday life. d. Good and evil. 3. Discuss how religious beliefs evolved from attempting to appease natural forces to formalized deities. 	<p>Readings:</p> <ul style="list-style-type: none"> ● Excerpts from the <i>Epic of Gilgamesh</i> ● "The Code of Hammurabi" ● <i>The Stranger</i> by Albert Camus ● Applicable and timely articles from reputable sources. ● Reading assigned stories in class and at home. ● Answering, through writing and class discussion, selected questions and activities following each story ● Online social interaction through open-ended questions connecting the historical time period to today <p>Art</p>	<p>Proposed evaluations for this unit of study:</p> <ul style="list-style-type: none"> ● Synthesis essay in which students integrate and evaluate common themes from art, architecture, The Epic of Gilgamesh and the Code of Hammurabi (S) ● In-class quiz on the Mesopotamian lifestyle and relationship with the deity as seen through course readings, art work, and lectures (S) ● Online social discussions via Canvas (F) 	<p>RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6.</p>

<ol style="list-style-type: none"> 4. Realize the centrality of religion in ancient civilizations. 5. Appreciate how organized religion became man’s attempt at ordering the relationship between humans and the gods. 6. Discuss the Code of Hammurabi to understand law as man’s attempt to order the relationships among humans. 7. Appreciate the mythopoeic (myth-making) view of the world originating in the Near East as an example of humanity’s first way of thinking. 8. Compare and contrast Ancient Near East mythical thinking with the modern scientific outlook 9. Appreciate that man's earliest artistic endeavors represent the uniquely human capacity for abstraction by the creation of images and symbols. 10. Trace the artistic development which reflects man's attempt to control his environment through "picture magic" to cult statuettes in human form, which represent forces of nature beyond man's control, which must be placated. 	<ul style="list-style-type: none"> ● The Ancient Near East and Egypt: Art in the Service of Religion and Politics - Votive Statues 		
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Interdisciplinary Connections	RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b RST.11-12.5 RST.11-12.6.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and	Multilingual Learners Using images and other visual aids to
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	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>Talented</p> <ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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	when applicable		
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Course Name: Language, Myth and Culture

Unit 2: The Hebrews

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast Near Eastern concepts of the deity with the Hebrew Yahweh. 2. Discuss the Hebrews' relationship to the deity. 3. Understand how Hebrew ethical teachings emphasized the value of human experience and moral autonomy. 4. Appreciate the Hebrew contribution to free will and human freedom. 5. Discuss the nature of man: Is he inherently good or evil? 6. Recognize that the central theme of the Old Testament concerns itself with justice. 7. Understand the role of prophets preaching the revolutionary concepts of social justice, social consciousness, and righteousness. 8. Investigate the relationship between men and women in the Old Testament 	<p>Readings:</p> <p>Excerpts from the Old Testament:</p> <ul style="list-style-type: none"> ○ Genesis ○ Exodus ○ Leviticus ○ Isaiah <p>Applicable and timely articles from reputable sources</p> <p>“Where Are You Going, Where Have You Been?” by Joyce Carol Oates</p>	<p>Proposed evaluations for this unit of study:</p> <ul style="list-style-type: none"> ● Comparative evaluation of Hebrews vs. Mesopotamians (discussion, essay) (F/S) ● Written analysis of Biblical allusion from Old Testament (S) ● Drafting of an alternative Ten Commandments and comparison/contrast to the original (F) ● Proposal of modern-day idols or graven images (F) ● Argumentative essay on creationism (S) ● Online discussions regarding the creation stories of various beliefs and systems via Canvas (S) 	<p>RRI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6.</p>

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Interdisciplinary Connections	RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture. 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> Teacher modeling of 	<ul style="list-style-type: none"> Provide opportunities for 	<ul style="list-style-type: none"> Provide 	Using images and other visual aids to support understanding of concepts

	<p>skills/techniques to be mastered</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>repetition and practice</p> <ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>opportunities for project based learning</p> <ul style="list-style-type: none"> ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Course Name: Language, Myth and Culture

Unit 3: The Greeks

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLs
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Discern how the Greeks broke with the past by discovering theoretical reason, defining political freedom, and affirming the worth and potential of human personality in order to lay the foundation for the humanist tradition 2. Explore the transition from a mythopoeic-religious worldview to a world perceived as orderly and rational 3. Explain the progressive development of reason as an explanation for man's own behavior to supplant the "will of the gods." 4. Examine the importance of the Greek contribution to rational thought, theoretical thinking and systematization of knowledge 5. Explore the application of rational thought to Hellenic intellectual development and social life and to 	<p>Readings:</p> <ul style="list-style-type: none"> ● Plato: The Allegory of the Cave ● <u>Excerpts from The Odyssey, Antigone, Lysistrata</u> ● <i>Oedipus the King</i> ● Excerpts from <i>The Fountainhead</i> ● <i>The Matrix</i> ● Poems by Sappho <p>Applicable and timely articles from reputable sources.</p> <p>Art: Rational Humanism</p> <ul style="list-style-type: none"> ● The Evolution of the Human Form –“man is the measure of all things” ● The Golden Age of Greek Art: the meaning and impact of the classical ideal 	<p>Proposed evaluations for this unit of study:</p> <ul style="list-style-type: none"> ● Intradistrict and ongoing online Socratic seminars (F/S) ● Research-driven outline based on creation of student-generated questions (F) ● Film study and accompanying archetypal analysis of the hero’s journey (F/S) ● Visual ‘Comic Life’ project on The Odyssey’s representation of Greek life (S) 	<p>RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6.</p> <p>RL.CR.11–12.1. RL.CI.11–12.2. RL.IT.11–12.3. RL.TS.11–12.4. RL.PP.11–12.5. RL.MF.11–12.6. RL.CT.11–12.8.</p>

<p>evaluate its role in shaping character and values</p> <ol style="list-style-type: none"> 6. Appreciate Greek humanism's quest for excellence (<i>arête</i>) emphasizing man's nobility of action and mind 7. Consider the principle of the legal state based on laws created by the rational humans to address the will and needs of the community rather than that of the divinities 8. Discuss Greek belief that the polis was the avenue to the <p>good life where man could realize his spiritual, moral, and intellectual capacities</p> <ol style="list-style-type: none"> 1. Examine class and gender differences in Athens 2. To see how the harmony among man, nature and reason became the shaping force of Greek artistic expression 3. Understand how art and drama evidenced the growing self-awareness of the individual 4. Understand the evolution of Greek tragedy toward humanization and individualization 			
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<ol style="list-style-type: none"> 5. See how a "man-centered" world view is mirrored in the dominance of the human form in Greek art 6. Perceive the changes in art and architecture as the evolution toward a timeless ideal 7. Grasp the significance of the Epicurean, Stoic, Skeptic and Cynic prescriptions for achieving happiness 8. Assess changes in the concept of <i>the good life</i> from active citizenship and social responsibility to a withdrawal within oneself for emotional comfort. 9. Explore the literary concept of the Hero's Journey 			
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5</p>
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	WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	Using images and other visual aids to support understanding of concepts <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for

	<p>directions/questions</p> <ul style="list-style-type: none"> • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<ul style="list-style-type: none"> • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable 		<p>presentation by using speech that is appropriate to students' language proficiency level</p> <ul style="list-style-type: none"> • Directions stated clearly and distinctly and delivered in both written and oral forms
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Course Name: Language, Myth and Culture

Unit 4: The Romans

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Distinguish Rome's genius, as documented in law and governmental publications, as an expression of the public will 2. Compare and contrast Greek love of abstraction with Roman pragmatism 	<p>Readings:</p> <ul style="list-style-type: none"> ○ Virgil: <u>The Aenid</u> ○ Selected Juvenalian and Horatian satire ○ “Carpe Diem” Horace ○ Livy: “Cato Protests Against the Demands of Roman Women” ○ Vespillo: “A Funeral Eulogy for a Roman Wife” 	<p>Proposed evaluations for this unit of study:</p> <ul style="list-style-type: none"> • Periodic individual performance assessments (utilizing presentation software) to present on Roman art, music and/or architecture (F/S) 	<p>RL.CR.11–12.1. RL.CI.11–12.2. RL.IT.11–12.3. RL.TS.11–12.4. RL.PP.11–12.5. RL.MF.11–12.6. RL.CT.11–12.8.</p>

<p>3. Explore the evolution of Rome into the city of humanity, <i>cosmopolis</i>, envisioned by the Stoics</p> <p>4. Discuss the improvements made in the lives of women and slaves</p> <p>5. Determine the essential components of the good life as expressed by Roman philosophers</p> <p>6. Recognize <i>satire</i> as the only uniquely Roman contribution to literary genre</p>	<ul style="list-style-type: none"> ○ Quintilian: “The Education of the Orator” ○ Cicero: “Advocate of Stoicism” ○ Marcus Aurelius: <i>Meditations</i> ○ Justinian: “Corpus Iuris Civilis” ○ Pope Gregory I: “The End of Roman Glory” <p>Applicable and timely articles from reputable sources.</p> <p>Art: The Roman Republic & Empire</p> <ul style="list-style-type: none"> ○ The development of portraiture ○ Art in the service of the Empire ○ Sculpture and commemorative reliefs to propagandize the imperial ideal 	<ul style="list-style-type: none"> ● Intradistrict and ongoing online Socratic seminars via Canvas (F/S) ● Create satirical advertisement/commercial from either satiric standpoint (S) 	
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Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

	<ul style="list-style-type: none"> • Provide immediate feedback when applicable 			
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

Course Name: Language, Myth and Culture

Unit 5: Early Christianity

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Comprehend the shift from the human-centered outlook of classical humanism to the God-centered world-view of Christianity. 2. Compare and contrast Christianity and classical humanism as alternative world views. 3. Understand Christianity as a means of escape from an oppressive world toward communion with a higher reality in hope of personal immortality. 4. Understand the historical Jesus and his teachings within the context of the time. 5. Ascertain how Christians might achieve the good life. 6. Examine the role of women in early Christianity. 	<ul style="list-style-type: none"> • The Bible as Literature • The Gospels of Mark & Matthew • The Letters of Paul to the Ephesians & Corinthians • St. Augustine: The City of God • “A Good Man is Hard to Find” by Flannery O’Connor • Clips from <i>The Shawshank Redemption</i> <p>Applicable and timely articles from reputable sources.</p> <p>Art: Crisis, Conversion, and the Spiritualizing of Classicism</p> <ul style="list-style-type: none"> • Early Christian Art: new beliefs infusing an existing cultural infrastructure 	<p>Proposed evaluations for this unit of study:</p> <ul style="list-style-type: none"> • Periodic individual performance assessments (utilizing presentation software) to present on the Biblical art of the time period (F/S) • Intradistrict and ongoing online Socratic seminars via Canvas (F/S) • Film study and accompanying archetypal analysis of Christ figures (F/S) 	<p>RL.CR.11–12.1. RL.CI.11–12.2. RL.IT.11–12.3. RL.TS.11–12.4. RL.PP.11–12.5. RL.MF.11–12.6. RL.CT.11–12.8.</p>

<p>7. Observe the focus in art shift from depicting life in this world to a concentration on the after life.</p> <p>8. Explore the literary convention of the Christ figure.</p>			
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

	<ul style="list-style-type: none"> • Provide immediate feedback when applicable 			
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Course Name: Language, Myth and Culture

Unit 6: The Early Middle Ages

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand how Christianity and the establishment of the Germanic kingdoms constituted the end of the ancient world 2. Describe duties and responsibilities in the stratified society of the Middle Ages 3. Investigate the treatment of women in medieval society 4. Continue to explore the concept of the epic hero as initiated with the Greeks 5. Compare/contrast classical humanist worldview with that of medieval Christian 6. Explore and analyze rhetoric and conventions of storytelling as well as the changing structures of storytelling throughout literature (plays, oral stories) 	<p>Readings:</p> <ul style="list-style-type: none"> ○ Tacitus: “De Germania” ○ Excerpt from <u>Beowulf</u> ○ Excerpt from Gardiner’s <u>Grendel</u> ○ Film clips from epics as applicable <p>Art: A Fusion of Three Cultural Roots - Antiquity, Christianity & Germanic</p> <ul style="list-style-type: none"> ● The art of manuscript illumination 	<ul style="list-style-type: none"> ● Periodic individual performance assessments (utilizing presentation software) to present on art/music/architecture of time period (F/S) ● Intradistrict and ongoing online Socratic seminars via Canvas (F/S) ● Comparative study of Beowulf as epic hero vs. other heroic figures (F/S) ● Research oral tradition of storytelling, engage in storytelling activities and analysis (F/S) 	<p>RL.CR.11–12.1. RL.CI.11–12.2. RL.IT.11–12.3. RL.TS.11–12.4. RL.PP.11–12.5. RL.MF.11–12.6. RL.CT.11–12.8.</p>

<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

<p>Modifications</p>	<p>Students with Disabilities</p> <ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be 	<p>Struggling/At-Risk Students</p> <ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide 	<p>Multilingual Learners</p> <p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides
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	<p>determined by the student and teacher</p> <ul style="list-style-type: none"> ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>assignments</p> <ul style="list-style-type: none"> ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>opportunities for independent studies</p> <ul style="list-style-type: none"> ● Flexible Grouping ● Jigsaw activities 	<ul style="list-style-type: none"> ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Course Name: Language, Myth and Culture

Unit 7: The High Middle Ages

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
<p>Students will be able to:</p> <ol style="list-style-type: none"> Discuss how economic and religious vitality were paralleled by advances in the arts, literature and philosophy Ascertain how the church shaped institutions and cultural expressions according to a comprehensive Christian outlook Discern how scholasticism and Thomas Aquinas attempted to harmonize faith with reason Recognize a general humanizing trend in religion during the eleventh and twelfth centuries. Explore the significance of the pilgrimage as a medieval religious and social phenomenon Assess the significance of "new technologies" Assess the changing view of women as evidenced in the cult of the Virgin Mary and courtly love Understand the literary definitions of tragedy and comedy and distinguish between them Recognize, understand and apply key literary terms (allusion, intertemporality, vernacular, frame 	<p>Readings:</p> <ul style="list-style-type: none"> Innocent III: Misery of the Human Condition Saint Thomas Aquinas: Summa Theologica Jakob Sprenger and Heinrich Kramer: Antifemale Prejudices Christine de Pisan: The City of Ladies Extended excerpts from Chaucer’s <u>The Canterbury Tales</u> Several Cantos from Dante’s <i>Inferno</i> <p>Art: Romanesque & Gothic</p> <ul style="list-style-type: none"> Pilgrimages, the cult of relics The role of the Gothic cathedral as the link between and center of both earthly & spiritual life 	<p>Proposed evaluations for this unit of study:</p> <ul style="list-style-type: none"> Periodic individual performance assessments (utilizing presentation software) to present on art, architecture and/or literature (F/S) Intradistrict and ongoing online Socratic seminars via Canvas (F/S) Discussion of modern pilgrimage-worthy locales (F) Creation of original prologues or tales (S) Group Comic Life/Pages project--creation of personal vision of “The Inferno” (S) 	<p>RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. RL.CR.11–12.1. RL.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RL.CT.11–12.8.</p>

<p>story, dual narration) in Dante’s <i>Inferno</i></p> <p>10. Significance of literature as democratizing force for common people (<i>Inferno</i>)</p>			
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

	<ul style="list-style-type: none"> • Provide immediate feedback when applicable 		
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Course Name: Language, Myth and Culture

Unit 8: The Renaissance

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Assess the impact of the supremacy of reason over revelation and science over theology. 1. Appreciate the triumph of middle class values of ambition and achievement over feudal values of birth, military prowess and fixed hierarchy. 2. Understand how humanism served as a guide to <i>the good and active life</i> in a secular world. 3. Compare the medieval emphasis on man as subject to divine will and the Renaissance goal of achieving excellence through individual effort. 4. Comprehend the significance of Gutenberg's printing press in the spread of Renaissance and humanist ideas. 	<p>Readings:</p> <ul style="list-style-type: none"> • Mirandola: Oration on the Dignity of Man • Machiavelli: The Prince • Selected sonnets, particularly from Shakespeare and Petrarch • <u>Hamlet</u> • <u>Othello</u> <p>Art:</p> <p>The Proto-Renaissance in Italy</p> <ul style="list-style-type: none"> • Giotto <p>The Renaissance in Italy</p> <ul style="list-style-type: none"> • The Rise of Humanism • The Early Renaissance, 1400 to 1495 	<p>Proposed evaluations for this unit of study:</p> <ul style="list-style-type: none"> • Periodic individual performance assessments (utilizing presentation software) to present on art, architecture and/or literature (F/S) • Intradistrict and ongoing online Socratic seminars via Canvas (F/S) • Research-driven assignment based on creation of student-generated questions on Renaissance culture and an annotated bibliography, outline and abstract in response to the questions (S) • Film study and accompanying analysis of Elizabethan culture. (Shakespeare in Love, Hamlet, Othello, O) (F/S) 	<p>RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. RL.CR.11–12.1. RL.CI.11–12.2. RL.IT.11–12.3. RL.TS.11–12.4. RL.PP.11–12.5. RL.MF.11–12.6. RL.CT.11–12.8.</p>

<p>5. Understand the transition to a secular orientation in literature and the arts.</p> <p>6. Relate the increasing interest in empirical knowledge and scientific inquiry to the artist's increasing concern with naturalism and accurate observation of the world</p> <p>7. Appreciate Renaissance art as not just a revival of the art of antiquity, but as a means of reconstructing the world through scientific observation and the study of nature.</p> <p>8. Relate the development of portraiture with the development of the soliloquy in drama.</p> <p>9. Explore the concept of leadership through various literary lenses.</p>		<ul style="list-style-type: none"> ● Synthesis assignment in which students integrate and evaluate common themes from art, architecture, and literature (S) 	
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<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4</p>
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	<p>WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

<p>Modifications</p>	<p>Students with Disabilities</p>	<p>Struggling/At-Risk Students</p>	<p>Gifted and Talented</p>	<p>Multilingual Learners</p>
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids

	<ul style="list-style-type: none"> ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 		<ul style="list-style-type: none"> ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Course Name: Language, Myth and Culture

Unit 9: The Reformation

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the forces that were building prior to the Reformation. 2. Investigate the development of mysticism and humanism as alternatives to the official clergy. 3. Detail the basic differences between Luther and the Roman Catholic Church 4. Comprehend the Calvinist belief in predestination, militancy, self righteousness, self-discipline and economic activities 5. Assess the impact of the printing press on the spread of religious reform. 6. Examine the impact that the Reformation had on women. 7. Assess the impact of the Reformation on literacy and education. 	<ul style="list-style-type: none"> • Readings: • Martin Luther • John Calvin • Erasmus: In Praise of Folly 	<p>Proposed evaluations for this unit of study:</p> <ul style="list-style-type: none"> • Intradistrict and ongoing online Socratic seminars via Canvas (F/S) 	<p>RL.CR.11-12.1. RL.CI.11-12.2. RI.CI.11-12.2. RI.IT.11-12.3. RI.TS.11-12.4. RI.PP.11-12.5. RL.MF.11-12.6. RI.MF.11-12.6. RL.CR.11-12.1. RL.CI.11-12.2. RL.IT.11-12.3. RL.TS.11-12.4. RL.PP.11-12.5. RL.MF.11-12.6. RL.CT.11-12.8.</p>

<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4.</p>
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	<p>RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

	<ul style="list-style-type: none"> • Provide immediate feedback when applicable 			
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Course Name: Language, Myth and Culture

Unit 10: The 17th Century: Early Modern Politics and the Scientific Revolution

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the Roman Catholic response to the Protestant Reformation 2. Understand the shift from religion to science as a means of understanding the universe and man’s place in it 3. Recognize the effects of this change, including man’s uncertainty as religion fragments and science unifies 4. Recognize and analyze the characteristics of Baroque art in all genres 5. Analyze a writer’s argument 6. Analyze rhetorical devices 7. Analyze and compare political viewpoints 8. Write an essay explaining a political philosophy 	<p>Readings:</p> <ul style="list-style-type: none"> ○ James I: True Law of Free Monarchies and a Speech to Parliament ○ Hobbes: <i>Leviathan</i> ○ The English Declaration of Rights ○ Francis Bacon: Attack on Authority and Advocacy of Experimental Science ○ Descartes: Discourse on Method ○ Excerpts from Galileo, Copernicus, Newton 	<p>Proposed evaluations for this unit of study:</p> <ul style="list-style-type: none"> • Periodic individual performance assessments (utilizing presentation software) to present on Baroque art, architecture and/or literature (F/S) • Intradistrict and ongoing online Socratic seminars via Canvas (F/S) • Expository essay analyzing a political philosophy OR expository/narrative piece espousing an original political philosophy (S) 	<p>RL.CR.11–12.1. RL.CI.11–12.2. RL.CI.11–12.2. RL.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. RL.CR.11–12.1. RL.CI.11–12.2. RL.IT.11–12.3. RL.TS.11–12.4. RL.PP.11–12.5. RL.MF.11–12.6. RL.CT.11–12.8.</p>

<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5. RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

<p>Modifications</p>	<p>Students with Disabilities</p> <ul style="list-style-type: none"> • Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments 	<p>Struggling/At-Risk Students</p> <ul style="list-style-type: none"> • Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Provide opportunities for project based learning 	<p>Multilingual Learners</p> <p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations,
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	<ul style="list-style-type: none"> • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<ul style="list-style-type: none"> • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable 	<ul style="list-style-type: none"> • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities 	<ul style="list-style-type: none"> • outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Course Name: Language, Myth and Culture

Unit 11: The Enlightenment: From Neoclassicism to Romanticism

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Appreciate the dedication to reason and empirical evidence which characterized the Enlightenment 2. Understand how the Enlightenment was a new way of thinking about the world which was independent of religion, tradition or myth 3. Discuss the concept of human progress and rational improvement of society 4. Investigate the development of modern political thought 5. Understand the concept of government by contract 6. Analyze a writer’s argument 7. Analyze rhetorical devices 8. Analyze diction and tone 9. Understand irony 10. Understand persuasive techniques 11. Understand& analyze the characteristics of satire and compare satires from different cultures and literary periods 	<p>Readings:</p> <ul style="list-style-type: none"> o Kant: What is Enlightenment? o Locke: Second Treatise on Government & Essay Concerning Human Understanding o Rousseau: The Social Contract o Jefferson: Declaration of Independence o “Vindication of the Rights of Woman o “To the Ladies” o “The Education” o Swift, “A Modest Proposal” o Candide o Excerpts from Goethe’s <u>Faust</u> <p>Selected poems from:</p> <ul style="list-style-type: none"> o Blake o Wordsworth o Coleridge o Byron o Shelley 	<p>Proposed evaluations for this unit of study:</p> <ul style="list-style-type: none"> • Periodic individual performance assessments (utilizing presentation software) to present on Romantic literature and art (F/S) • Intradistrict and ongoing online Socratic seminars via Canvas (F/S) • Literary analysis essay on one of the nonfiction readings or a satire (S) 	<p>RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. RL.CR.11–12.1. RL.CI.11–12.2. RL.IT.11–12.3. RL.TS.11–12.4. RL.PP.11–12.5. RL.MF.11–12.6. RL.CT.11–12.8.</p>

<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4.</p>
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<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> Teacher modeling of skills/techniques to be mastered Extended time to complete assignments Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work 	<ul style="list-style-type: none"> Provide opportunities for repetition and practice Teacher modeling of skills/techniques to be mastered Extended me to complete assignments Provide copy of class notes Preferential seating to be determined by the student and teacher 	<ul style="list-style-type: none"> Provide opportunities for project based learning Provide opportunities for independent studies Flexible Grouping Jigsaw 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> Kinesthetic learning experiences (manipulatives, movement, etc.) Teacher made adaptations, outlines, study guides Use of varied leveled texts to present content Sentence frames and starters Extended time to complete assignments Use of concrete examples Provide immediate feedback

	<p>time</p> <ul style="list-style-type: none"> ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>activities</p>	<ul style="list-style-type: none"> ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Course Name: Language, Myth and Culture

Unit 12: The 20th Century and Today

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLs
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Appreciate how the rapid changes in society lead to the increasing insecurity and disorientation which characterize the twentieth century experience. 2. Discuss the social impact of the world wars and counterculture movements in the USA 3. Explore how contemporary art uses non-linear movement as a way to explore relationships and discuss the unrest, hostility and political uncertainty which still characterize the world situation 4. Appreciate how our dependence upon social media today has created an importance on the individual. 	<p>Readings:</p> <ul style="list-style-type: none"> • Sartre: Existentialism as Humanism • Tim O'Brien: <u>The Things They Carried</u> <p>Selections from</p> <ul style="list-style-type: none"> • Current and related articles and web sites <p>Twentieth Century Art</p> <ul style="list-style-type: none"> • Art before WW I: Expressionism, Abstraction, Surrealism • Art between the Wars: Dada • Art since WW II: Abstract Expressionism, Pop Art, Photorealism • <i>Eternal Sunshine of the Spotless Mind</i>, <i>Memento</i> 	<p>Proposed evaluations for this unit of study:</p> <ul style="list-style-type: none"> • Intradistrict and ongoing online Socratic seminars via Canvas (F/S) • Creating a showcase of non-linear or abstract art using any and all technological mediums as well as attached written reflection pieces (F/S) 	<p>RI.CR.11-12.1. RL.CI.11-12.2. RI.CI.11-12.2. RI.IT.11-12.3. RI.TS.11-12.4. RI.PP.11-12.5. RL.MF.11-12.6. RI.MF.11-12.6.</p> <p>RL.CR.11-12.1. RL.CI.11-12.2. RL.IT.11-12.3. RL.TS.11-12.4. RL.PP.11-12.5. RL.MF.11-12.6. RL.CT.11-12.8.</p>

<p>Interdisciplinary Connections</p>	<p>RH.11-12.1 RH.11-12.2. RH.11-12.3. RH.11-12.4. RH.11-12.5.</p>
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	<p>RH.11-12.6. RST.11-12.5 RST.11-12.6. WHST.11-12.1 WHST.11-12.4 WHST.11-12.5 WHST.11-12.6 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>

<p>Modifications</p>	<p>Students with Disabilities</p>	<p>Struggling/At-Risk Students</p>	<p>Gifted and Talented</p>	<p>Multilingual Learners</p>
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments

	<p>monitor student work during independent work time</p> <ul style="list-style-type: none"> ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>determined by the student and teacher</p> <ul style="list-style-type: none"> ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>Grouping</p> <ul style="list-style-type: none"> ● Jigsaw activities 	<ul style="list-style-type: none"> ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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WRITING UNITS**Writing Unit 1: Argumentative Writing (Literary Analysis)****Unit Description/Overview**

In this unit, students are introduced to lenses and literary theory as they read short stories and poetry. Students begin the unit by visualizing the texts that they read. Then, students consider the elements of story and how the structure of narratives impact the reader's understanding of their meanings. After that, students read poetry and look at how the structure and style of poems shape their interpretations. Throughout this unit, students read sample close readings and sample student responses and essays. At the end of the unit, students will compose a literary analysis essay using the lenses and/or literary theory to argue about a text's (or multiple texts') meaning.

Approximate time frame: 4-6 weeks

Essential Questions	<ul style="list-style-type: none"> ● How do we perform literary analysis? ● How can we explicate texts? ● How do we use lenses to derive meaning from a text? ● How can we understand poetry?
Student Learning Objectives	<ul style="list-style-type: none"> ● Explicate texts ● View texts through different lenses to determine the texts' meanings ● Craft arguable theses ● Discover patterns and themes within a text ● Find evidence to support their interpretations of the text
Standards	<p>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.</p> <p style="padding-left: 40px;">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.</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>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.</p> <p>W.WR.11–12.5. 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. 🌱.</p>
<p>Formative and Summative Assessments</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> ● “Draw Me a Picture” activity <i>The Pocket Instructor — Literature: 101 exercises for the college classroom</i> p.287 ● “Questions for Responsive Reading and Writing” <i>The Bedford Introduction to Literature 8th Ed</i> p.48-50 <ul style="list-style-type: none"> ○ Sample student response and drafts of essays on p.50-66 ● Read teacher selection of chapters 4-8, 10, & 13 in <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> <ul style="list-style-type: none"> ○ Each chapter introduces terminology and explicitly explains how to use each specific theory

	<ul style="list-style-type: none"> ● <i>The Bedford Introduction to Literature 8th Ed.</i> p.376-387 <ul style="list-style-type: none"> ○ Read “A&P” by John Updike (p.753-57) and “Summer” by David Updike (p.376-380) ○ Answer “Considerations for Critical Thinking and Writing” p.380 ○ Read and examine: <ul style="list-style-type: none"> ■ “Questions for Writing: Developing a Topic into a Revised Thesis” p.381 ■ “A Sample Brainstorming List” & “A Sample First Thesis” p.382 ■ “A Sample Revised Thesis” p.383-384 ■ “A Sample Student Response” p.385-387 ● <i>The Bedford Introduction to Literature 8th Ed.</i> p.774-780 <ul style="list-style-type: none"> ○ Read “Oh, Oh” by William Hathaway & “A Sample Close Reading” p.774-776 ○ Read “Catch” by Robert Francis & “A Sample Student Analysis: Tossing Metaphors Together in ‘Catch’” p.776-780 ● <i>The Bedford Introduction to Literature 8th Ed.</i> p.804-806 <ul style="list-style-type: none"> ○ Read poetic songs by Bruce Springsteen, “You’re Missing” and Kayne West “My Way Home” and answer “Considerations for Critical Thinking and Writing” ● Read & explicate “Sonnet: Lift no the painted veil which those who live” by Percy Bysshe Shelley <i>The Norton Field Guide to Writing with Readings and Handbook</i> p.206-7 ● Read “Metaphor and Society in Shelly’s ‘Sonnet’” by Stephanie Huff <i>The Norton Field Guide to Writing with Readings and Handbook</i> p.207 and compare it to their explication <p><u>Summative:</u> Literary Analysis Essay</p> <ul style="list-style-type: none"> ● 4-6 pages (1000-1500 words) ● MLA formatting ● Argues about the meaning of a text or multiple texts using one or more lenses/theories
<p>Required/ Suggested Resources</p>	<p>Required Resources:</p> <ul style="list-style-type: none"> ● <i>The Norton Field Guide to Writing with Readings and Handbook</i> p.206-215 ● <i>The Bedford Introduction to Literature (8th Ed.)</i> ● <i>Beginning Theory: An Introduction to Literary and Cultural Theory (3rd Edition)</i> by Peter Barry <p>Suggested Resources:</p>

	<ul style="list-style-type: none"> ● <i>The Pocket Instructor — Literature: 101 exercises for the college classroom</i> ed. by Diana Fuss & William A. Gleason ● Model Close Reading and Essay about Fiction <ul style="list-style-type: none"> ○ “A Rose for Emily” by William Faulkner ○ William Faulkner “On ‘A Rose for Emily’” p.102 of <i>The Bedford Introduction to Literature (8th Ed.)</i> ○ “An Annotated Section of ‘A Rose for Emily’” p.104-105 of <i>The Bedford Introduction to Literature (8th Ed.)</i> ○ Sample Student Response: “Conflict in the Plot of Faulkner’s ‘A Rose for Emily’” p.106 of <i>The Bedford Introduction to Literature (8th Ed.)</i> ○ “‘One of us...’: Concepts of the Private and the Public in ‘A Rose for Emily’” by Willow D. Crystal p.791 of <i>The Norton Field Guide to Writing with Readings and Handbook</i> ● Model Student Essays about Poetry <ul style="list-style-type: none"> ○ “I, Too” by Langston Hughes ○ “‘They’ll See How Beautiful I Am’: ‘I, Too’ and the Harlem Renaissance” by Irene Morstan p.796 of <i>The Norton Field Guide to Writing with Readings and Handbook</i> ○ “The Use of Force” William Carlos Williams p.826 of <i>Elements of Argument: A Text and Reader 8th Edition</i> ○ “Conflicts in ‘The Use of Force’” by Jennifer Rampolla p.830 of <i>Elements of Argument: A Text and Reader 8th Edition</i> <p>CP ENGLISH IV additions for Analysis/Argument essay:</p> <ul style="list-style-type: none"> ● <i>“In a Grove”</i> by Ryunosuke Akutagawa. [short story] ● <i>“Girl”</i> by Jamaica Kincaid [short story] ● <i>“Dead Men’s Path”</i> by Chinua Achebe [short story] ● <i>“And of Clay We are Created”</i> Isabel Allende ● <i>“Was it a Dream”</i> ● Additional poems, short stories, and excerpts for analysis chosen from ENG IV Reading curriculum <p>Model Student Essays</p> <ul style="list-style-type: none"> ● AI Generated Exemplar and non exemplars for analysis essay
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<p>Interdisciplinary Connections</p>	<p>RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical</p>
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	<p>texts, attending to precise details for explanations or descriptions. RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. WHST.11-12.1. Write arguments focused on discipline-specific content.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>VPA9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>

<p>Writing Unit 2: Narrative Writing Unit Description/Overview In this unit, students are introduced to narrative techniques. Students begin the unit by reading, analyzing, and critiquing mentor texts. Then, students consider one topic of personal interest to write about. After that, students will use their own experience to drive their stylistic choices in their reflective writing. At the end of the unit, students will develop an essay about an artifact of relevance. They will retrace routes and experiences, conveyed through a personal “voice” in writing through punctuation, diction, syntax, and figurative language. Approximate time frame: 4-6 weeks</p>	
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How can a writer tailor their purpose to an audience when drafting a piece of writing? ● How can a writer create voice, both personally and in the characters they write about, through figurative language and other stylistic techniques? ● How can one use personal narrative to convey their identity and convictions?
<p>Student Learning Objectives</p>	<ul style="list-style-type: none"> ● Read, analyze, and critique mentor texts ● Write in response to a variety of personal narrative prompts with a specific and nuanced voice ● Choose one topic of personal interest to drive stylistic choices in reflective writing

	<ul style="list-style-type: none"> ● Develop an essay about an artifact of relevance ● Retrace routes and experiences, conveyed through a personal “voice” in writing through punctuation, diction, syntax, and figurative language
<p>Standards</p>	<p>W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>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.</p>
<p>Formative and Summative Assessments</p>	<p><u>Formative:</u> Triptych — in 3 columns, students describe an object and explain how they interact with it and how others interact with it. –narrative script- student selected topic</p>

	<p>music and images selected to reflect understanding of copyright; images and video from the web should not be more than 10% of video –analyze student samples and exemplars</p> <p><u>Summative:</u> MLA or APA format 1,000-1,500 words Personal Storytelling Artifact Essay Using sensory observation, study an artifact as deeply as you can. Write a narrative (“story”) that captures your encounter with the artifact. <u>Exemplar</u></p> <p>– Video Essay [5 minutes]</p>
<p>Required/ Suggested Resources</p>	<p><u>“Ode to My Socks”</u> Pablo Neruda <u>“How to Write a 100-Word Narrative: A Guide for Our Tiny Memoir Contest”</u> NYT Learning Network <u>“From The Secret Life of Objects: Memoir”</u> Dawn Raffel <u>“How to Video Essays”</u> by Greer Fyfe and Miriam Ross <u>Video Essay Exemplars</u></p>
<p>Interdisciplinary Connections</p>	<p>VPA9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p>

<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12.acc.C2a, 7.1.IL.IPRET.4).</p>
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<p>Modifications</p>	<p>Students with Disabilities</p>	<p>Struggling/At-Risk Students</p>	<p>Gifted and Talented</p>	<p>Multilingual Learners</p>
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is

	Turn-and-Talk, etc.) <ul style="list-style-type: none"> • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<ul style="list-style-type: none"> • Sentence frames/starters • Provide immediate feedback when applicable 		appropriate to students' language proficiency level <ul style="list-style-type: none"> • Directions stated clearly and distinctly and delivered in both written and oral forms
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Writing Unit 3: Expository Writing

Unit Description/Overview

In this unit, students will create a research study by drawing relevant thematic connections between multiple perspectives. Students will compose a research question, conduct research, and analyze, evaluate, and select evidence to develop an argument. Students will consider objections, implications, and limitations. The research study should aim to fill a gap in the research and offer topics for further investigation. Sources will be cited using MLA or APA formatting.

Approximate time frame: 4 weeks

Essential Questions	<ul style="list-style-type: none"> • How can we use data and research to influence the historical and societal narrative surrounding a topic? • How can we construct research questions to guide a research topic?
Student Learning Objectives	<ul style="list-style-type: none"> • Create a research study centered in united research questions, theoretical framework, and major topics • Create a research study that brings forth something new to the reader by filling a gap in the literature • Cite sources and format research using APA 7th edition or MLA 8th edition

Standards	<p>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.</p> <ul style="list-style-type: none">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). <p>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.</p>
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	<p>W.WR.11–12.5. 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. 🌱</p> <p>W.SE.11–12.6. 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).</p>
<p>Formative and Summative Assessments</p>	<p>You must identify a research question prompted by analysis of your topic. Your sources should be thematically linked. Students will gather information from a range of additional sources to develop and refine an argument. This should lead to a solution that answers your research question. and revise your argument.</p> <p><u>Formative:</u> Investigate initial research topic with relevant thematic links Determine various perspectives on your topic Research question brainstorming Thematic link reflective writing peer-editing /writers workshop Students will use AI to generate research questions, a resource list, and outline. Students will access and cite at least 2 peer reviewed articles Students will use AI to generate feedback on rough drafts based on a rubric and make revisions as needed.</p> <p><u>Summative:</u> Research Paper 2,000 words 1000-1200 words Read and analyze materials to identify thematic connections among sources and possible areas for inquiry.</p>

Required/ Suggested Resources	PUSH-IN LESSONS FROM THE LIBRARIAN on research, information literacy and media literacy skills.
Interdisciplinary Connections	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
Career Readiness, Life Literacies, and Key Skills	9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data. 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Writing Unit 4: Digital Writing

Unit Description/Overview

In this unit, students will transform a previous written product into a digital performance (website, infographic, etc.). Students will adhere to the conventions of the current genre while maintaining the message/content of the previous performance. Students will integrate media (pictures, video, audio, gifs, etc.) into their revised performances.

Approximate time frame: 2-4 weeks

Essential Questions	<ul style="list-style-type: none"> • How does one rework a piece of writing to suit the needs of their current and specific audience? • How does a writer boil down their performance to one singular message?
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	<ul style="list-style-type: none"> ● How do visual components (video, graphics, photos, etc.) benefit the writer in communicating a condensed form of a written performance? ● What digital tools allow writers to communicate with various audiences?
Student Learning Objectives	<ul style="list-style-type: none"> ● Evaluate a past piece of writing and condense to share information with a specific audience ● Choose digital tools that effectively support communicating information in a new way ● Compose a digital product that enhances the writer’s message through multimedia
Standards	<p>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.</p> <ul style="list-style-type: none"> 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).

	<p>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.</p> <p>W.WR.11–12.5. 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. 🌱</p> <p>W.SE.11–12.6. 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).</p>
<p>Formative and Summative Assessments</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> ● Elevator Story (Boston University) ● 3 Minute Movie That Reimagines A Text Essay (CUNY Composition Community) <p><u>Summative:</u></p> <p>Transform the research paper into a Google Site or other digital format that condenses the essay into easy to process multi-modal digital content for an audience of teens.</p> <p>See research paper under “Expository”</p>
<p>Required/ Suggested Resources</p>	<ul style="list-style-type: none"> ● Multimodal Projects & Digital Composition Tools (Purdue OWL) ● Adobe Express, Canva, Piktochart, or StoryboardThat for creating infographics ● Multimedia Guide from Ole Miss (has helpful digital tools for any multimodal project) ● “What is Multimodal Composition?” (Arizona State University) ● The New York Times’ Graphics Desk

	<ul style="list-style-type: none"> • The Upshot by The New York Times • Visual Rhetoric (Purdue OWL) • Digital Writing and Research Lab's Lesson Plans
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Interdisciplinary Connections	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p> <p>8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data.</p> <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> • Teacher modeling of skills/techniques to be mastered 	<ul style="list-style-type: none"> • Provide opportunities for repetition and practice 	<ul style="list-style-type: none"> • Provide opportunities for project based learning • Provide opportunities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> • Kinesthetic learning

	<ul style="list-style-type: none"> ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>for independent studies</p> <ul style="list-style-type: none"> ● Flexible Grouping ● Jigsaw activities 	<p>experiences (manipulatives, movement, etc.)</p> <ul style="list-style-type: none"> ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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SPEAKING & LISTENING

Unit Description/Overview

The purpose of this unit is to review and expand upon speaking, listening, and presenting skills studied in grade eleven. Through a variety of speaking and listening focused contexts, students will further their understanding of the components that create efficacy in speaking, presenting, slide design, and active-listening. Students will continue to build upon their understanding of source-credibility, further exploring how to establish their own credibility as speakers. Students will continue to incorporate multimedia into their presentations, as they synthesize multiple sources and mediums. Building upon their skills from grade eleven, students will continue to evaluate multiple components of speakers' presentations, considering and evaluating the messages they consume. The intention is for the exploration of and attention to these skills not only during this unit but also throughout the entire course.

Approximate time frame: Approximately 1-2 weeks AND throughout the year/paired with Reading and/or Writing Units

Essential Questions

- How can we engage our audience while executing our purpose?
- How can we employ active listening skills in a variety of contexts?
- How can we best engage in discourse, and why are such factors effective?
- How do we create open-ended questions that encourage discussion?
- How do we design slides effectively, and why are these slides successful in aiding presentations?
- How do we determine the credibility of a source and convey the credibility to our audience?
- How do we establish credibility as speakers, and why is credibility important?
- Why should we use digital media in presentations; how does doing so enhance our arguments and presentations?
- Why and how do we integrate multiple sources and formats of information?

Student Learning Objectives

- Review and practice grade-level appropriate speaking skills (i.e. eye contact, body language/posture, voice projection, and enunciation)
- Review and practice active listening skills (i.e. eye contact, body language/posture, and note-taking)
- Review and employ appropriate conversations skills (i.e. prepare for academic conversations, propel

	<p>conversations forward, and respond to others' statements and perspectives thoughtfully)</p> <ul style="list-style-type: none"> ● Create grade-level appropriate open-ended questions ● Design slides with minimal text, large images, use of negative space, coordinating colors, and correct citations ● Determine the accuracy and credibility of a speaker and/or source ● Synthesize information from a number of sources ● Integrate multiple credible sources into conversations ● Incorporate multiple sources and digital media formats in presentations ● Evaluate the various components of speakers' arguments ● Adjust our speech, rhetoric, and presentations to a variety of audiences and contexts
<p>Standards</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and</p>

	<p>accuracy of each source and noting any discrepancies among the data.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p>Formative and Summative Assessments</p>	<p><u>Formative:</u></p> <p>Minimum of three Socratic Seminars/Harkness Model Discussions</p> <ul style="list-style-type: none"> ● At least ONE of the three must be a Harkness Model Discussion ● Students read/review the associated text(s) beforehand ● Student read outside scholarly resources beforehand ● Students create their own open-ended questions <ul style="list-style-type: none"> ○ Questions must include those based on outside scholarly resources <p>Minimum of two individual presentations</p> <ul style="list-style-type: none"> ● Students should design a minimum of three slides each ● Students should include a minimum of one multimedia element ● <i>Suggested topics:</i> <ul style="list-style-type: none"> ● Book talks

- Grammar Presentations

Listening Activity

- During presentations, students in the audience should: “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.”

Suggested Activities throughout the year (to pair with reading and writing units):

- Small-group presentations
- Round-table discussions
- Jigsaws
- Share-outs
- (Impromptu) speeches
- Book talks
- Grammar presentations

Summative:

Socratic Seminar + Questions /Harkness Model Discussion

3-5 minute individual presentation based on Independent Reading Experience (four years)

- *Suggested topics:*
 - Reflection on reading progress
 - Reader identity
 - Future reading plans
 - Synthesis of multiple IR books into theme/genre

CULMINATING GRADED TASKS:

Presentation of Virtual Gallery (derived from research paper)

- Research must be evident in presentation

	<p>Listening Activity</p> <ul style="list-style-type: none"> • During presentations, students in the audience should: “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.”
<p>Required/ Suggested Resources</p>	<p>How to Conduct a Socratic Seminar (via <i>Facing History and Ourselves</i>)</p> <p>How to Conduct a Harkness Model Discussion /Resources</p> <p>Suggested Socratic Seminar Rubric (Standard-based)</p> <p>Evaluating the Credibility of Sources (via Columbia University)</p> <p><i>The Naked Presenter</i> by Garr Reynolds</p> <p>Presentation Zen</p>

GRAMMAR & LANGUAGE

<p>Unit Description/Overview: The purpose of this unit is to improve students’ grade-appropriate grammar skills to use in their writing and speaking. They will continue to gain an understanding of the components of the English language that improve communication.</p> <p>Time frame: Ongoing, entire school year.</p>	
<p>Essential Questions</p>	<ul style="list-style-type: none"> • How can understanding grammar and punctuation rules make writing and speaking more effective? • How can an expanded vocabulary improve interpersonal and professional communication?
<p>Student Learning Objectives</p>	<ul style="list-style-type: none"> • Students will apply appropriate punctuation and grammar rules, such as subject-verb agreement, verb tense consistency, and comma usage, in their writing to ensure clarity and correctness. • Students will understand grade-level vocabulary in context to enhance their writing and speaking skills.

Standards	
	<p>Grade 12 Grammar Standards (2023)</p> <p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p>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.</p> <p>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.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.</p> <p>D. 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.</p> <p>E. 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).</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p>

	<p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p>
Formative and Summative Assessments	<p>Suggested Activities (as needed):</p> <ul style="list-style-type: none">● Teacher-led mini-lessons● Student-led mini-lessons● Pre-test/post-tests● Sample sentence corrections● Review & corrections of student writing● IXL practice for skills listed above● IXL quizzes● Padlet posting● Group work● Membean training● Membean quizzes <p><u>Formative:</u> Students will be given a pre-assessment at the beginning of the year.</p> <p><u>Summative:</u> Monthly quizzes to assess each skill, skill assessment in essay writing, post-assessment in May</p>