



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

Curriculum Development Timeline

School: Ocean Township High School

Course: English IV

Department: English

Board Approval	Supervisor	Notes
August 2012	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revisions
March 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	College Essay, College Resume, and SAT Preparation	11	American Realism and Naturalism
2	College Essay, College Resume, and SAT Preparation	12	American Realism and Naturalism
3	College Essay, College Resume, and SAT Preparation	13	Tragedy and War
4	College Essay, College Resume, and SAT Preparation	14	Tragedy and War
5	Existentialism and Surrealism	15	Tragedy and War
Week	Marking Period 2	Week	Marking Period 4
6	Existentialism and Surrealism	16	Tragedy and War
7	Existentialism and Surrealism	17	Senior Research Paper
8	Existentialism and Surrealism	18	Senior Research Paper
9	American Realism and Naturalism	19	Senior Research Paper
10	American Realism and Naturalism	20	Senior Research Paper

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

Core Instructional & Supplemental Materials including various levels of Texts

Existentialism and Surrealism

All Levels: Camus' *The Stranger*, *The Guest*, *The Myth of Sisyphus*, Kafka's *The Metamorphosis*, Coehlo's *The Alchemist*,

Supplemental Readings for Advanced: Hesse's *Siddhartha*, Jackson's *The Lottery*, Achiebe's *Dead Man's Path*

American Realism and Naturalism

All Levels: Kate Chopin's *The Awakening*, *The Story of an Hour*, Desiree's *Baby*, Bayou Folk, Stephen Crane's *Maggie*, *A Girl of the Streets* and "*Sir I Exist*", Arthur Miller's *Death of a Salesman*, Tennessee Williams' *A Streetcar Named Desire*, Charlotte Perkins Gilman's *Yellow*

Wallpaper, *The 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives* by Dashka Slater**,

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

Tragedy and War

All Levels: Shakespeare's *Macbeth*, Euripides' *Medea*, Sophocles' *Oedipus*, and Arthur Miller's *Death of a Salesman*, *Kite Runner*

Supplemental Readings for Advanced: Tolstoy's *How Much Land Does a Man Need?*, *The Allegory of the Cave*, Aristotle's *Interpretation of Tragedy*

Commonlit.org* (Differentiated by Reading Level for Struggling Learners; Advanced Learners)

[NJ Climate Change Educational Resources*](#)

[NJ Diversity, Equity, and Inclusion Educational Resources**](#)

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

Time Frame	4 Weeks
Topic	
College Essay, College Resume, and SAT Preparation	
Alignment to Standards	
W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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

W.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.

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."

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.

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. CC

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).

W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

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

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.
- L.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.
- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. 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.
- 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.
- 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).
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Learning Objectives and Activities

SWBAT answer the following questions:

- How can a student achieve the skills for writing an effective college essay for the college admissions process?
- What makes a resume effective to a prospective college or employer?
- How can students develop the skills to improve performance on the SAT?
- How does the ability to correct common sentence errors create clear and concise writing?
- How does knowledge of the colloquial language create a more sophisticated writing piece?
- How does knowledge of the various sentence parts help mechanically correct writing?

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

SWBAT demonstrate understanding of the following:

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

Learning Activities:

- Students will examine college essays and come to understand how they are a great opportunity for students to reveal aspects of themselves not covered by their resumes or their transcripts.
- Students will examine resumes as great tools for preparation toward students' careers.
- Students will develop a narrative voice that shows command of dialogue, punctuation and style
- Students will utilize effective anecdotes and avoid clichés
- Students will demonstrate effective multiple choice strategies such as the process of elimination, contrast clues and restatement clues
- Students will utilize connotation/denotation, roots, prefixes and suffixes to effectively answer questions on the SAT
- Students will review sentence structure and use of common sentence errors.
- Students will construct complete sentences
- Students will identify run-ons and fragments (avoid them in formal writing)
- Students will examine and apply punctuation rules
- Students will examine and correct faulty sentences: comma slices, subject-verb agreement, nonparallel structure, awkward past voice, modifier errors, tense shift, applying literary present when required to write, unclear or vague pronoun use
- Students will explore the difference between formal and informal language
- SAT

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- Practice tests
- Demonstrate the process of elimination
- Model scoring system
- Vocabulary skills
- College Essay
 - Writing an effective hook
 - Understanding the components of a narrative
 - Showing students taboo subjects
 - Reading essays that worked
 - Peer Editing
 - Modeling good transitions
 - Demonstrating strong conclusions and themes
 - Turning the content of the essay into a speech
- College Resumes
 - Model template
 - Teach parallel construction
 - Emphasize relevant information
- Grammar
 - Review verb tense
 - Examining grammar websites
 - Partners to discover sentence errors
 - Group work for peer editing, sentence correction, collaborative essays

Assessments

Formative

- Peer Editing
- Sustained journal writing
- Practice tests

Alternative

- Observation of class discussion
- Teacher-Student Writing conferences

Summative

- Final drafts of college essay/personal narrative
- Final drafts of resume
- SAT Pre-test and Post-test

Interdisciplinary Connections

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

Career Readiness, Life Literacies, and Key Skills

Digital Portfolio Update: Students will maintain a digital portfolio showing learning and growth from the class, including reflection on college and career planning and goal-setting.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

Technology Integration

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity

Time Frame

4 Weeks

Topic

Existentialism and Surrealism

Alignment to Standards

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

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

RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events and

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

explain how specific individuals, ideas, or events interact and develop.

RI.TS.11-12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11-12.5. Analyze an author's purpose in a text, distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

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

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

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

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

RL.TS.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact.

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

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

RL.CT.11-12.8. Demonstrate knowledge of, analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

W.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.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

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

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

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

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. 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.

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.

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).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Learning Objectives and Activities

SWBAT answer the following questions:

- Does life have meaning? If so, what is the meaning of life?
- What is free choice, commitment, obligation, responsibility, hope,

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

transcendence?

- How can one develop and become acquainted with the challenge that existentialism poses?
- What is bad faith?
- What is the absurd?
- How does an author use surrealist literary devices to represent human truths?
- How can despair and hopelessness launch a spiritual awakening?
- How do your (the student's) beliefs affect your thoughts and actions?

SWBAT demonstrate understanding of the following:

- Use precise language and vocabulary to manage the complexity of the subject
- Analytical and personal writing
- Connect the literature to life to support analysis, reflection, and research
- Analyze and research the historical significance of literature
- Develop claims and counterclaims fairly and thoroughly
- Interpret the multiple elements of a story, novel, and poem
- Demonstrate knowledge of foundational works of world literature that share similar themes and topics
- Identify where texts agree and disagree on matter of fact or interpretation
- Engage effectively in a range of discussions building on others' ideas and expressing their own clearly

Learning Activities:

- Students will examine human beings and how they make choices that create his/her own nature.
- Students will explore individuals' freedom to choose their own paths and must accept their own responsibility for where their paths lead.
- Students will survey how history has shaped the philosophies of existentialism, absurdism, surrealism, nihilism.
- Students will examine how authors use symbols to represent these philosophical elements.
- Students will research and write to convey the students' and authors' viewpoints on these philosophies.
- Camus:
 - Author biographical information-power point and note taking
 - In class reading and analysis of The Stranger
 - Existentialism discussion and historical background
 - Vocabulary and themes
 - Meursault Personal Truth Paper (MLA in text citations)
 - Introduce David Fincher's Fight Club aligning with existential angst and

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

Compare and Contrast Character Analysis (T-chart)

- Meursault Character Analysis Paper (Meursault as a Puzzle)
- Reenactment of Meursault's trial (Hot Seat Method)
- Short stories to further enhance understanding of the text and existential philosophy (The Guest, The Myth of Sisyphus)
- View scene from the film Zach Braff's Garden State to prove understanding of hopelessness (reaction to funeral)
- Listen and interpret The Cure's Killing an Arab aligning with Meursault's character and compare individuality vs. social responsibility through song lyrics. What are the advantages and disadvantages to conforming to society?

● Kafka:

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

Assessments

Formative:

- Checking study guides for reading comprehension
- Peer Editing

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- Guided reading questions during in class reading
- Guided film question during viewing of scenes from films
- Sustained journal writing
- Creative response to songs and art
- Reading quizzes periodically

Alternative

- Class observation and discussion
- Group work and small group discussion
- Teacher-student writers' conferences

Summative:

- Formal writing analysis
- MLA incorporation of literary quotes
- Unit Test
- Vocabulary and Historical Background Assessment

Benchmark:

- Literary Analysis Essay

Interdisciplinary Connections

Research into and discussion of background information on topics in unit texts from social studies, history, and world cultures, as :

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Career Readiness, Life Literacies, and Key Skills

Students will collaborate with peers to formulate questions and research topics related to unit texts:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will collaborate with peers to formulate questions and research topics related to unit texts:

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

Time Frame	4 Weeks
Topic	
American Realism and Naturalism	
Alignment to Standards	
RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.IT.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.TS.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact. RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats). RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author's message). RL.CT.11-12.8. Demonstrate knowledge of, analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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

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

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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

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

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.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 accuracy of each source and noting any discrepancies among the data.

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

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

SL.UM.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. CC

SL.AS.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Learning Objectives and Activities

SWBAT answer the following questions:

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

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

movements?

- What are some aspects and characteristics of literary feminism?
- What are the symbols used to portray human emotions and struggles amidst societal expectations?

SWBAT demonstrate understanding of the following:

- Use precise language and vocabulary to manage the complexity of the subject
- Analytical and Personal Writing
- Connect the literature to life to support analysis, reflection, and research
- Analyze and research the historical significance of literature
- Develop claims and counterclaims fairly and thoroughly; Identify where texts agree and disagree on matter of fact or interpretation; Engage effectively in a range of discussions building on others' ideas and expressing their own clearly

Learning Activities:

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

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- Students will recognize elements that build artistic tension in dramatic scripts
- Students will expand skills of comparative analysis
- Students will experience growth in the writing process, oral skills, skills of research, contextual analysis and collaboration
- Students will compare and value the work of two of America's most gifted and valued playwrights
- Research paper on local color, feminism, and realism
- Comparison of Chopin's characters; Edna, Desiree, Mrs. Mallard
- Jigsaw of learning literary elements toward the end of the novel
- Listening and making connections to Jess Klein's The Cloud's Song and Rosie Thomas' Wedding Day
- View scenes from Kelly McGillis' Grand Isle to further setting and cultural background development of Louisiana
- Pop cultural connections with Desperate Housewives, Titanic and Revolutionary Road
- Crane:
 - Author biographical information with Darwinism, determinism
 - Discuss and show Crane house- Asbury Park, NJ
 - Journal writing and depiction of life in the bowery, late lower east side of Manhattan
 - Vocabulary, themes, and historical content
 - In class reading and discussion of Maggie, Jimmy and Pete
 - Group discussion comparing characters and their involvement of drugs, alcohol and prostitution
 - Students will read the poem "Sir I Exist," complete reading comprehension questions, and discuss the responsibilities of humans as stewards of the planet/environment. Students will research and discuss the impact of the changing climate on future generations.*
- Miller:
 - American Dream activity- student reflection on their own American dream, collage and short narrative
 - Historical, author biographical information and other works (The Crucible) connections through lecture and note taking
 - Journal writing and free writing: What do the expectations of parents have on the behavior of their children? In what ways are the beneficial or detrimental?
 - Response journal- record thoughts, reactions, concerns and connections
 - Poetry reading and writing describing the relationships between parents and children. Discussion of poet's intent

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- Learning and recognizing rhythm, rhyme, assonance, allusion, alliteration, imagery
- View the film version of *Death of a Salesman* directed by Volker Schlöndorff with Dustin Hoffman
- Williams:
 - Reading biography of Tennessee Williams
 - Creating a modern day script
 - Read and discuss reviews of *A Streetcar Named Desire* and write their own reviews and share with the class
 - Interview a character in pairs. Write up the interview for a popular magazine and share with the class.
 - Consider each character and write a scene to follow the closing of the play while trying to use Williams' style and dialect
 - Read individually in a small group plays by authors frequently compared to Williams' works O'Neill's *Long Day's Journey Into Night*, Mourning Becomes Electra, Inge's *Come Back Little Sheba*, and Miller's *All My Sons*. Present the key concepts of the play while using media.
- Students will read *The 57 Bus* by Dashka Slater, excerpts from *The Bell Jar* by Sylvia Plath, and related nonfiction readings in order to consider the social contributions of members of the LGBT and Persons with Disabilities communities

*NJ Climate Change Education

**NJ LGBT and Persons with Disabilities Education

Assessments

Formative:

- Guided reading questions during in class reading
- Sustained journal writing
- Reading quizzes periodically

Alternative:

- Class observation and discussion
- Group work and small group discussion
- Creative response to songs and art
- Peer Editing/Feedback

Summative:

- Formal writing analysis
- Feminism and Local Color Research Paper

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- MLA incorporation of literary quotes
- Unit Test
- Vocabulary and Historical Background Assessment
- Poetry analysis (MLA quotations)

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Plan and collaborate with peers through online discussion:

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Technology Integration

Plan and collaborate with peers through online discussion:

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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame

4 Weeks

Topic

Tragedy and War

Alignment to Standards

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

RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they

Home of the Spartans!

#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

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

RL.TS.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact.

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

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

RL.CT.11-12.8. Demonstrate knowledge of, analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.AA.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts and the premises, purposes, and arguments in these works.

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

W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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

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

W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

L.KL.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

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

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.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.

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

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. 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.

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.

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).

L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do conflicts in literature, both internal and external, reveal character?
- How can pride alter a literary character's rational thinking?
- How does Shakespeare and Greek Tragedy connect to today's world?
- What does literature teach us about leadership?
- How is it possible to admire characters or heroes who fail?
- Why do people strive for greatness?
- What are the positive and negative aspects of ambition?
- What is the influence of imagination on our actions?
- What are psychological and worldly consequences of going against conscience?
- Under what circumstances do we allow ourselves to be manipulated by others?
- How does reading affect our view on the world around us? How does reading contribute to the development of empathy, and help readers contribute to crafting a diverse, equitable, and inclusive society?*

SWBAT demonstrate understanding of the following:

- Reading and performing literature in the classroom.
- Applying vocabulary to classic literature.
- Introduce students to key terms, figurative language and symbolism.
- Identifying with characters' plights.
- Reflecting on quotations from the text and rephrasing/explaining in modern language

Learning Activities:

- Students will examine humans and think critically about how they are not consistently logical, fair, or predictable.
- Students will explore literature which provokes a discussion of fate and/or the consequences of choice.
- Students will discover literature, no matter the genre or date of the writing, and how it is a study of man's nature.
- Students will examine the fact that things are not always what they appear to

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

be – “Fair is foul, and foul is fair.”

- Students will study the role of women, conscience, ambition, and manipulation in traditional texts.
- Students will make inferences about plot and character based on dialogue by examining context clues and literary devices to determine how an author builds suspense.
- Students will express an understanding of literary allusion and its purpose in furthering understanding. Students will unlock the figurative meaning of a text in order to understand the literal.
- Students will make inferences regarding how the language and structure of literature reinforces scenes of chaos.
- Students will demonstrate an understanding that mythology is not unique to one culture, but is common to nearly all cultures if not all.
- Students will recognize that myths are a way of explaining the unexplainable, some are based on fantastic beings, and some are based on known people and events; mythology has
- had and is having a significant impact and influence on our lives today.
- Students will be able to write a literary analysis paper including citations from within the literature to defend a thesis statement.
- Macbeth
 - Define key vocabulary in the play.
 - Perform the play with assigned roles.
 - Perform a close reading of Appearance vs. Reality moments in Act I and determine literary devices employed to further this theme.
 - Write the definition of paradox and generate two creative examples. Close read sections of Act I that employ this technique and group, discuss what it reveals about the play and Macbeth’s character.
 - Close read excerpts of dialogue from Act II and examine context clues and literary devices in order to make inferences about the plot.
 - Analyze how Shakespeare uses literary devices to build suspense.
 - Rewrite Macbeth’s soliloquy in contemporary language and incorporate direct quotes from the primary source to draw conclusions about Macbeth’s state of mind - How does his state of mind affect his choices?
 - Track the writer’s use of the repetition of the magical numbers three and other elements of magic in order to make a connection between magic and Appearance vs. reality theme and how it increases tension.
 - Analyze “clothes” and “blood” and “washing of the hands” symbols throughout the play.
 - Apply understanding of irony to Lady Macbeth’s speeches. List her actions and determine a link between them and her “unsex” me.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- Determine the appropriateness of each apparition in regard to its prophecy and determine why the witches play on Macbeth's illusions in this scene to create a false sense of security.
- Write the definition of simile and make a list of simile employed in Macbeth's "Life is but" soliloquy.
- **Medea**
 - Students will research histories of words that come from Greek myths. For instance, ask them what it means to have an "Achilles heel." Atlas, Hercules, Labyrinth, Midas, Pan, Procrustes, Sisyphus, Tantalus, Titans
 - Define and present characteristics of a tragedy and the human condition.
 - Every day we come across references to myths, especially in advertising. Encourage your students to watch for these and bring in examples for discussion. Why do florists use Mercury (the Greek Hermes) as a symbol for their delivery service? Why is a magazine of the arts called Daedalus? And so on. Ask your students to create their own ad campaign (using a real or imaginary product) that features one of the gods or heroes from the Greek myths.
 - Explore recent articles where women have killed their children. Assign students to groups and present their findings to the class. (Connecting literature to life)
 - Read the play aloud in class with assigned roles.
- **Oedipus**
 - Complete a pre-reading anticipation guide and discuss the items with the class. For example, "It is possible to escape or trick fate, If we truly know ourselves, nothing bad will ever happen to us, We should not attempt to justify our actions, good or bad, Family secrets are best kept as just that – secrets, If you are in charge, you are allowed to be exempt from consequences, All types of pride are evil."
 - Research sperm/egg banks. How do they screen recipients of the genetic material? Is there any way to know you are not getting the genetic material of a relative? Write an essay discussing your findings and the implications of what you find.
 - Research the brain as it experiences "anger." What chemicals are released to trigger anger? What chemicals are released to calm a person down? What causes some people to experience uncontrollable anger or rage? Write an essay discussing your findings and include some steps that a normal person can use to calm himself down.
 - Research the role of the Greek gods in the lives of the Greeks. Is Oedipus a puppet of the gods or master of his own fate? Was he

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

responsible for his downfall? Could he have done anything to stop the chain of events? Write an essay stating reasons for your opinion and support your opinion with examples from the play.

- Write a literary analysis discussing the motives and conflicts of each of the characters, as well as the consequences of their actions.
- What is surprising about the way Oedipus views disaster in this scene? Is Creon fair to Oedipus? Why does Oedipus' daughter remain so special to him? What effect does blindness have on Oedipus' wisdom?
- Students may be asked to look for examples of dramatic irony in cartoons, advertisements, films and TV shows. In addition, they could create a modern version of Oedipus about a leader whose hubris creates his own downfall.
- Return to the theme of fate which is central to this play (and indeed, all Greek drama). Discuss the social attitudes that identify the ancient Greeks. What are the Greeks concerned about in this play? How did they feel about prophecy, priests, the gods, and fate? How did pride (hubris) and arrogance affect Oedipus' fate? What in his personality brought about his fate when others tried to turn him away from it?
- Aristotle on Tragedy
- The characters must be penalized in the tragedy and show acceptance/remorse so the audience can feel that harmony is restored

****NJ Diversity, Equity, and Inclusion Education**

Assessments

Formative:

- Checking study guides for reading comprehension
- Peer editing in class writing and formal writing
- Guided reading questions during in-class reading time
- Sustained journal writing
- Creative response to songs and art
- Vocabulary and historical background assessment

Alternative:

- Observation of class discussion
- Group work and small group discussion
- Study guides for modified lessons and diversified learners
- Visual graphic organizers to accompany assessments when necessary

Summative

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- Formal writing analysis
- Writing workshops with sample thesis statements (strong and problematic)
- MLA incorporation of literary analysis blended with personal analysis
- Unit Test
- Reading quizzes periodically

Interdisciplinary Connections

Oedipus Unit: Research into genetic testing, to include informational texts from science:

LS1.A: Structure and Function: All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins.

Career Readiness, Life Literacies, and Key Skills

Plan and collaborate with peers through online discussion:

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Technology Integration

Plan and collaborate with peers through online discussion:

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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame

4 Weeks

Topic

Senior Research Paper

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

Alignment to Standards

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

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

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

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

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

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

W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

conventions of the discipline in which they are writing.

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

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

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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

W.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.

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."

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

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

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.

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. CC

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).

W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

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

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

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

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

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

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

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Analyze how an author or speaker uses and refines the meaning of a key term or





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

terms over the course of a text or discussion.

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.

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).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does one research literary criticism, author biography, genre, and time period history?
- Why are literary criticisms considered to be credible sources?
- How do authors reflect a particular time period, literary movement, or their own life events in a work of fiction?
- How does one incorporate literary research into his/her own literary analysis to create fluidity?
- How can sources be cited within the text?
- How does an Annotated Bibliography prepare students to narrow down their topic?
- What is the difference between paraphrased and directly quoted material and how does one determine when to use each?
- How can a thesis statement be supported with material from scholarly authors?
- How to read a literary criticism to determine material worth quoting.
- How does one follow the rules of MLA and APA to create a properly formatted paper with a citation page.

SWBAT demonstrate understanding of the following:

- Literary Research
- Navigating School Online Databases
- Reading a work of Classic Literature
- Paraphrasing and direct quoting scholarly journal articles

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- Creating a 6-8 page research paper with author biography, time period/genre discussion, and a literature based research section

Learning Activities:

- Students will examine an author's body of work and how often it reflects his or her life and the time period.
- Students will explore literary movements and how it reflects social and emotional triumphs and concerns during a social time period.
- Students must use literary research to defend their thoughts and analysis.
- Students will research and incorporate into a paper in a number of ways. Students must preface with either an author's name or a phrase before adding the quotation.
- Students will observe good research material that is either a fact or opinion from a scholar, but it is not common knowledge.
- Students will determine the difference between material worth citing and plot summary/common knowledge that is not worth citing to defend a thesis statement.
- Students will be able to blend their own analysis with research to create a paragraph that fluidly presents topic sentences, strong supporting details, and closures.
- Week 1: Choose a Novel of Literary Merit from a list of classic novels
- Week 2: Begin to develop an Annotated Bibliography of (7-8 sources)
- Week 3: Using an Online Template, outline material for the Author biography, time period/genre, and literary research section of the paper
- Week 4: Draft an Introduction with a Working Thesis Statement for approval.
- Draft Parts 1 and 2 of the paper paraphrasing and quoting the research
- Week 5: Write the final part of the paper using Literary Research from Bloom's Literary Reference Center, Gale Virtual Reference Library, and Ebsco Host's Literary Reference Center
- Use citationmachine.net to complete an MLA formatted citation page
- Submit a final draft with a thesis statement that is supported with personal analysis blended with literary research.
- Read, discuss and apply historical documents to further ability to paraphrase for arguments, theme purposes.

Assessments

Summative

- Novel reading assessment
- Annotated Bibliography
- Works Cited Page

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- Final research paper

Formative:

- Draft Part 1 (Author Biography)
- Draft Part 2 (History, Time Period, Literary Movement Research)
- Draft Part 3 (Literary Research blended with personal analysis)

Alternative:

- Observation of class discussion
- Teacher-student writing conferences

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will utilize creativity and innovation to reflect on their learning and formulate an original research topic, question, or focus:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Technology Integration

Students will select, assess, and utilize digital tools to complete senior research paper requirement:

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Home of the Spartans!
#spartanlegacy

