

Summit Public Schools
Summit, New Jersey
Grade Level 12/ Content Area: English
Length of Course: Full Year

English IV Honors

Course Description:

Students face many unique challenges in today's interdependent world. Students accepted into this honors level course will read, write, and speak about material of a sophisticated nature, while exploring issues that are faced personally, within the family and community, as well as nationally and globally. The pace and depth of study will be challenging and rewarding. The goal of this course is to encourage and guide students in asking such questions as, *Who am I? What is my place in this world? Where have I been? Where am I going now?* and, *What is my purpose in life?* Through the exploration of various media, namely world literature, film and television, as well as emerging technology, students will become independent thinkers and gain awareness of other people's journeys while embarking on their own. A significant portion of coursework will be devoted to independent reading and research, resulting in a project where each student will focus on their own individual journey. They will develop strong critical thinking and communication skills, and through this process be prepared for the path they choose after high school.

This development will occur throughout the year as students explore class texts and films that examine essential questions. Students will be provided with the opportunity to engage in ethical and philosophical reflection on the values and beliefs of their own cultures, of other cultures, and of other times and places. The study of literature often begins with the text and looks outward toward the world, as students analyze the text in order to extract the author's intended meaning and then apply it to their world. However, this course focuses on an analysis of text that enables students to look inward and determine how the literature teaches them about themselves. They must be able to hear divergent viewpoints, understand diverse cultural factors, and effect change within themselves and in the communities of the world. Senior students write frequently for real audiences and purposes, which further prepares them for higher education and the modern workplace. Distinctive, creative, and academic voices in writing and speaking are refined so that a strong sense of self is evident in the public emergence of articulate, productive, and responsible global citizens.

Language Domain Anchor Statements:
System and structure, effective use, and vocabulary

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

- **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary 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.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
 - **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Big Ideas: Course Objectives / Content Statement(s)

- Close Readings – evaluate vocabulary, structure of language, grammar and mechanics
- The comparison of language - in poetry, journalism, non-fiction essays, literature, etc.
- Editing language in writing and speaking

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How can an understanding of mechanics improve a reader or listener's understanding of the material? • What are the goals of examining language, and its organization, closely? • When does a writer or speaker choose to use rhetorical or figurative devices? • How does a word gain new or multiple meanings, associations, and connotations?	Students will understand that... • Effective communication incorporates the rules and conventions of the English language to enhance the message. • Dissecting language often reveals and provokes multiple interpretations. • Rhetorical and figurative devices have specific purposes, and when incorporated thoughtfully, can engage, persuade, and even manipulate, an audience. • Words have multiple evolving and diminishing meanings that need to be evaluated to understand the overall context.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Students will use a variety of strategies for developing and acquiring vocabulary. • These may include using a vocabulary text that includes college level words, or creating personal vocabulary lists in which students select words from the literature being read and find ways to incorporate them into their writing. • Students will also acquire and apply subject specific language related to literary forms and critical interpretation. For example, when reading <i>The Laramie Project</i>, students must know “tectonic” and

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.	“docudrama” in order to understand the structure of the play. Close readings involve skills to decode language. • In order to decipher the meaning of a passage, it is necessary to know the etymology, connotations and denotations of certain words. Sample Assessments: Students select words that are new or somewhat familiar to them from the reading done in class. They keep a running
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- 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,

list of these words and periodically create a piece of writing in which they apply them reflecting the proper use in context.

Students often present their findings/exploration on a passage, or word in a passage, for the class.

In numerous writing assignments, students will be assessed for emulating the writer's style and/or for creatively using figurative language, vocabulary, and word relationships.

Students study word lists for which they will be tested periodically.

Instructional Strategies:

Interdisciplinary Connections

- Words may come from texts that use subject specific language (i.e. health/science—in our study of disabilities, politics—*The Laramie Project* and various supplemental readings).

Media Literacy Integration

- Students look at the way specific words and rhetorical devices are used in the media (i.e. political campaigns, current affairs).

Global Perspectives

- Because of the various worldwide cultures explored in the course content, students will need to research and understand vocabulary indicative to certain countries in order to truly comprehend its usage in a text or film; for example, *Interpreter of Maladies*, *The Curious Incident of the Dog in the Night-time*, *Water*, *49UP*.

Culturally Responsive Teaching

- Students will consider how the connotations and context reflected in certain language can cause different reactions from people with different personal and cultural backgrounds.

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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M
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**Reading Domain Anchor Statements:
Text complexity and growth of comprehension**

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
 - **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Big Ideas: Course Objectives / Content Statement(s) • Analysis of a wide variety of contemporary texts for an understanding of global issues and cultural differences • Synthesis of information from multiple and varied sources • Author's tone, style, and point of view • Comparative textual and non textual materials • Language usage for purposes of audience • Themes in culturally representative texts (oppression, war, religion, identity, politics, family/relationships, etc.)	
Essential Questions	Enduring Understandings

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<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
• How can a reader objectively evaluate, without bias, texts that examine other cultures/cultural differences? • How does an author use language effectively to communicate his/her message? • How can the reader determine personal and/or cultural points of view? • How can an understanding of words from a text enhance one's knowledge in a variety of content areas? • What makes the deliverer of information, through spoken and written words or images, provocative? • What can a reader do to understand a writer's political agenda through interpretation and analysis of storytelling? • How does the juxtaposition of media deepen the understanding of texts?	Students will understand that... • The reader / writer plays a critical role in the delivery & reception of controversial / important societal issues. • A reader must be able to distinguish structural relationships, recognize organizational patterns, and identify literary devices in order to critically evaluate the author's purpose. • Literary texts should be applied to other content materials in order to effectively evaluate the author's agenda. • Written material should be critically evaluated for credibility and suitability of purpose. • Global issues are constantly changing, and research is imperative in order to understand the position of one text. • Media is often biased but can offer comparative viewpoints alongside a text.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Students are expected to analyze, interpret and evaluate written works in a sophisticated fashion, to uncover embedded meanings, and to examine the use of rhetoric, rather than plot development, for a more in-depth understanding. <i>See Appendix A: How to Do a Close Reading</i> • In literature circles, students will be asked to record provocative passages that exemplify various stylistic choices. <i>See Appendix B: Literature Circle Expectations and Rubric</i> • In reading memoirs, fiction, etc., students will discover creative choices of authors when recounting memory, as

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or	well as the option to reveal contrasting perspectives on experience. For example, <i>Life of Pi</i>, <i>Perks of Being a Wallflower</i>, <i>Ordinary People</i>, short stories: “Brothers” and “Silent Dancing” all reveal distorted perspectives with regards to memory. Students will apply information gained from various sources to foster an argument, draw conclusions, determine a new position, or compare and contrast complex cultural ideologies and perspectives. • Through the examination of parables and the research of animals, students will support their own analysis and perspectives in <i>Life of Pi</i>. • From closely reading a text, students will develop provocations. These can lead to further inquiry on current global topics. For example, In <i>Persepolis</i>,
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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).

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

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

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

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

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.

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).

RI.MF.11–12.6. Synthesize complex

oppression, religion, sexuality, and war are all relevant issues that are thought-provoking when applied to other cultural circumstances.

See Appendix C: Provocations Assignment

Students will be required to distinguish between reliable & unreliable texts, credible Internet sites, and biased & unbiased articles.

In doing so, students will be asked to determine subjective bias, political agenda, and circumstantial details from the text when uncovering meaning. This will involve discovering multiple comparative sources, verifying evidence, and identifying the writer's agenda by examining and researching a contemporary work's setting. • For instance, in *The Laramie Project* or *The Hours* an

understanding of docudrama and social & political movements in the 1980's, will reveal various agendas and perspectives indicative of the cultural context.

In order for students to establish a reasonable perspective, it is imperative to establish a full understanding of theoretical approaches to literature and how they are conducted. Students will interpret literature through various literary lenses, including feminist & Marxist criticism, among others, and be able to apply these approaches to the course content.

See Appendix D: Literary Criticism

• A feminist & Marxist reading of *Interpreter of Maladies*, *The Hours* and *Persepolis* reveal the inequality of work and/or the disparity of social classes worldwide.

Sample Assessments:

Students will conduct close readings, working with only the text – words on the page – to decipher meaning & decode the writer's rhetoric: syntax, devices, grammar, diction, etc.

Students will mimic author's uses of rhetoric by writing their own perspectives on memory.

Research projects will be generated. Sources will be gathered to indicate various differing perspectives on an international issue. By presenting different sides of a cultural argument, students will establish their own theses.

Instructional Strategies:

Interdisciplinary Connections

• An understanding of historical references is necessary when examining contemporary fiction and non fiction; students will research political movements, oppression, wars, revolutions, & communication:

information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text	<i>Persepolis, The Hours, The Laramie Project</i>
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information (e.g., express a personal point of view, new interpretation of the concept). RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱	• Collaborating with other disciplines can bring a deeper understanding of a piece of art; students will closely read a text for a musical interpretation: <i>See Appendix E: Music Compilation of a Literary Scene</i> Technology Integration • Recording sources with the use of NoodleTools. • Using online resources for gathering, documenting, and organizing sources in MLA format. Media Literacy Integration • Students will read, view, compare and evaluate a variety of media, including text and films, to compare and evaluate how ideas, perspectives and arguments are presented through fiction and non-fiction, as well as through film and documentaries. Global Perspectives • Reading texts, such as <i>Interpreter of Maladies, The Kite Runner, A Thousand Splendid Suns, Persepolis, Life of Pi</i>, etc., students will be asked to explore cultural references, demographics, immigration, & geography and its impact on the writer's voice and storytelling. Culturally Responsive Teaching • A varied selection of literature from America and other cultures around the world will provide students with an exposure and appreciation of cultural perspectives. • Students will have an opportunity to explore issues in the research and study based on personal and cultural connections in their own lives.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

**Writing Domain Anchor Statements:
Text types, responding to reading, and research**

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The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- **(RW) Range of Writing:** By the end of grade 12, 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, and audiences.

Big Ideas: Course Objectives / Content Statement(s)

- Personal Essay & Creative Writing – different styles for a variety of audiences
- Analytical Essay – thesis driven, well-supported, with organization
- Response Writing – journals, recording information in an organized fashion
- Editing and Proofreading – polishing a work
- The use of multimedia and technology to convey a position
- Writing skillfully to include credible, researched sources

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

• How can creative writing demonstrate personal experiences in an effective manner? • What is the value of written responses to reading and discussion? • When should various literary devices, styles, and techniques be employed to convey personality & voice? • To what extent does the style and structure of writing support a position? • What is the best way to organize an essay to prove an argument? • How does revision of writing benefit the final product? • How can technology enhance written communication?	Students will understand that... • Creative writing, through the use of numerous literary techniques, reveals personality and voice. • Recording responses propels further thoughts and ideas. • Frequent and organized progression through the stages of composition, including evaluation and reflection, leads to effective written communication. • If organized and incorporated effectively, supportive sources add to the writer's credibility and enhance the argument. • The choice of a specific writing style and structure is necessary to effectively communicate a message. • Technological tools can promote effective writing.
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Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
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(Cumulative Progress Indicators)	
Students will:	Instructional Focus: Students will apply various literary devices in their writing, and reflect on techniques associated with diverse genres, such as fables, memoirs and personal essays, incorporating creativity and self-examination. • Students will write a personal essay (using a college essay writing model) to show personality, stylistic and creative choices, and to promote voice. <i>See Appendix F: Creative Writing Rubric</i> • Students will write creative pieces in which they adopt a specific voice, emulate a style, and/or add to an existing narrative. <i>See Appendix G: Life of Pi: Richard Parker's voice</i> Students will be asked to summarize, assess, and critically evaluate multiple sources in writing. This will include MLA citations, incorporating quotations in a variety of sophisticated ways, as well as paraphrasing and interpreting a writer's words in a skillful manner. • A multitude of sources will be gathered, critiqued, and annotated. Decisions will be made on what to utilize and incorporate into the final product. Students will create and refine the driving or essential questions for an extended research project. They will analyze, evaluate, and compare/contrast, through discussions and writing, the ideas and

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),

themes, such as one's place in the world, found in literature and other media.

- Literature circles involve recording a group's discussions and determining overall connections through reader-response writing.
- Annotations – this form of note-taking is essential in this honors level course. Annotations reveal active reading and synthesis of ideas.

Students are required to creatively write about one another in a personal way through character description and storytelling.

- In this note card assignment, personality will be evoked in the use of vivid language and illustrative anecdotes about a real or invented person.

See Appendix H: Note Card Assignment & Rubric

Students will maintain neatly organized writing portfolios of revised and ongoing writing assignments so as to track their growth as maturing writers.

Sample Assessments:

Write a notable college essay using pre-assigned criteria.

graphics (e.g., figures, tables), and	
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- 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

A rubric is provided for the note card assignment (above). When all cards are graded and collected, they are then distributed to students so every person receives a class set.

Write a thesis-driven well-supported essay.
See *Appendix J: Essay Prompts & Rubric*

Organize, craft, and refine an extended research project through several critical stages culminating in a final product, such as an Annotated Bibliography, that incorporates written elements.

Write a close reading: Formal organized writing or journals on a specific text should demonstrate careful, sustained exploration of text beyond plot, a focus on the words, patterns, devices employed, and style.
See *Appendix K: Writing a Close Reading*

Instructional Strategies:

Interdisciplinary Connections

- Exploring topical and contemporary issues allows for students to make connections with all other subject areas, including social studies, science, the arts, technology, etc.

Technology Integration

- Integration of Slides, Google Docs, NoodleTools, etc. will enhance the presentation of students' arguments.

Media Literacy Integration

- Students explore the way the topic and/or position they have chosen is presented and perceived through contemporary media and how it has changed over time.

Global Perspectives

- Students will have the opportunity to explore how the same topics are viewed and debated in other cultures and how that compares to America.

Culturally Responsive Teaching

- By learning and writing about their classmates, students become aware and appreciative of the personal and cultural differences within the classrooms.

(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.	
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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. 🌱 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.	
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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M
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Speaking and Listening Anchor Statements: Flexible communication and collaboration Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task. • (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • (ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • (AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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Big Ideas: Course Objectives / Content Statement(s) • Debate and oral argument • Expression of personal experience in conjunction with content • Presentations using language, visuals, research, and media • Listening to, interpreting, evaluating a speaker using various media (speeches, prose, film, music, etc.) • Socratic seminars and other models for academic discussion	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

• How is a participant in an oral discussion best able to contribute original ideas in his/her use of spoken or visual language? • When supporting a position in an oral discussion, what strategies should be used to present evidence to argue for or against a specific viewpoint? • When is it appropriate to speak, and when is it more powerful to listen? • How does a listener evaluate spoken language? Does the material presented provoke further investigation and inquiry? • What specific words, styles, techniques impact the overall message of a speaker that a written text cannot?	Students will understand that... • Participation in discussion necessitates offering support for ideas, and a successful speaker must have significant and ample evidence to support or refute positions in a variety of speaking situations. • Various public speaking techniques - word choice, enunciation, inflection, etc. - play an important role in effective oral communication. • Elements of effective public speaking prepare one to engage in oral communication in a variety of settings. • A good listener can comprehend both verbal and non-verbal cues and be decisive of when it is appropriate to speak/participate • Good discussions require participants who are open minded, of diverse perspectives, and who are willing and able to ask questions and build upon the ideas of others, while expressing their own ideas.
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Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
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Students will:	Instructional Focus: Students will be asked to support opinions and ideas with ample textual evidence and/or prior knowledge in active discussions, such as literature circles or Socratic seminars, organized debates, and round table discussions. It is imperative that students actively listen to their peers in order to support or refute other perspectives, as well as show respect for diverse traditions and the cultural perspectives of their classmates. In literature circles, students will participate in discussions that involve critical thinking. • On occasion, groups will be given a prompt/theme in order to flush out its embedded meaning or gather evidence to support a group thesis. Students will deliver a coherent oral presentation with a respectful tone, with suitable diction for the topic, and with purpose and the audience in mind. Students will be able to read orally with expression indicative of author's tone • In <i>Macbeth</i> or <i>The Laramie Project</i>, numerous parts will be read by each individual, and therefore, tone of voice, inflection, and purpose is essential to distinguish between characters.
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SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and

other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

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

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

SL.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.

Students will critically analyze and evaluate different perspectives through listening and offer constructive feedback.

- A Powerpoint presentation on a selected provocation from *Persepolis* involves an interactive audience. The class will question the speaker's findings, suggest alternate views, and evaluate the speaker's style and use of materials, as well as the information presented. See Appendix L: *Persepolis: Powerpoint Provocations*

Each student will write detailed memories that, when read aloud, transport readers to time and place.

See Appendix M: *The Perks of Being a Wallflower: Music Project*

Sample Assessments:

In a debate on Yann Martel's use of animals in *Life of Pi*, students will use their close readings of a key passage, prior knowledge, and additional research to argue effectively. A rubric is used.

Students will receive feedback and evaluations from their peers and teacher for provocation/Powerpoint presentations.

- A rubric and individual listening guides are provided. See Appendix N: *Listening Guide*

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development,	
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and style are appropriate to task, purpose, and audience.	
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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. 🍃	
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SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
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Students will be asked to evaluate the effectiveness and cultural issues presented in various supplemental materials, including film: <i>Water</i> , <i>The Stoning of Soraya M.</i> , <i>Temple Grandin</i> , <i>Darius Goes West</i> , etc. See Appendix O for a sample on Water	
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In the unit on disability, students will research, write about, and present their findings on selected neurological, mental, and physical disorders. In oral informal presentations, students will contrast their findings. A rubric is provided. See Appendix P: PowerPoint Presentation for Disability Research	
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In a music compilation, students will represent their school career of twelve years. This will include detailed journals that show how each piece of music triggers certain memories, but this project will also involve conversing and presenting one memory and song to the class.	
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Refer back to Appendix M	
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Instructional Strategies:	
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Interdisciplinary Connections	
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| <ul style="list-style-type: none">• In a study of docudrama, students will listen to expertise (i.e. the SHS drama director) on producing drama by accurately representing text and culturally relevant and historical moments. | |
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Technology Integration	
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| <ul style="list-style-type: none">• Use of iTunes, YouTube, Slides/PowerPoint, iMovie and others will be used to enhance a speaker's position or point of view. | |
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Media Literacy	
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| <ul style="list-style-type: none">• Students will use varied media (i.e. text, music, images, etc.) to convey a memory or idea and connect to an audience. | |
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Global Perspectives	
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| <ul style="list-style-type: none">• Evaluating cultural/global issues, traditions, doctrines, and practices in juxtaposition to own. | |
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Culturally Responsive Teaching	
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| <ul style="list-style-type: none">• Students will have the opportunity regularly to share their own personal and cultural perspectives with the class through discussions and presentations. | |
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	Conversely, they will have the opportunity to hear and appreciate the diverse cultural perspectives in the class to build awareness and empathy.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills

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	21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M
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Unit Title: *Life of Pi* [3 weeks]

Unit Summary: This unit is designed to follow up with students who have read Yann Martel's novel independently during the summer. Students will explore storytelling methods, specifically recalling memories and how processing works. In closely reviewing the text, students will decipher how language can manipulate readers, preventing them from further scrutinizing a story. Through close reading strategies, students will become critical of memories. Furthermore, through considerable research, students will analyze Martel's use of parable in how each animal is represented. In a jigsaw activity, students will teach on their expertise of one animal and learn in-depth about the three others. Because this is the first unit of the course, from Pi's exploration of self, a foundation will be made about identifiers.
Primary interdisciplinary connections: zoology, psychology (Freud's psychoanalytic personality theory & Sternberg's memory process).
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)
Our students are in the midst of college applications, considering who they are and what makes up their identity. This unit allows them to reflect on meaningful decisions they have and will make as well as their experiences that have led to them becoming an independent thinker and valuable member of their family and our community. As Pi embarks on his journey of survival where he is forced to make difficult decisions, he relies heavily on his morals and religious values. Students will review what has shaped them into the people they are today - how they handle change, what their defense mechanisms and coping techniques are, how they make decisions, and how they tell stories.
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • 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. • 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. • L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on

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	one another to produce a complex account or analysis; provide an objective summary of the text. ● RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. ● RL.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). ● 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 explain how specific individuals, ideas, or events interact and develop. ● RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. ● RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ● RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). ● 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. ● 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). ● 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). ● RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. ● RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. ● RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱
Writing	● 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. ● 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. ● 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. ● 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. 🌱 ● 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.
Speaking & Listening	● 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. ● 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. 🌱 ● SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Essential Questions:	Understandings: <i>Students will understand that...</i>

• How do cultural perspectives differ from one's own? How does culture help form identifiers that are part of the universal collective experience? • How does the juxtaposition of extended research deepen the understanding of the parable version of the story? • How can creative writing demonstrate personal experiences in an effective manner? • When should various literary devices, styles, and techniques be employed to convey personality & voice? • To what extent does the style and structure of writing support a position? How can this be manipulative or biased? • When supporting a position in an oral discussion, what strategies should be used to present evidence to argue for or against a	• Teenage decisions and experiences are the foundation for adulthood and forming identity. • Considerable research goes into making a parable hold up to its "human" story. • When recalling memory, individuals often subconsciously fill in the gaps. • Close reading results in a deeper understanding of the author's meaning and intent. • Dividing up research and then in turn teaching one another (Jigsaw activity) is an enriching group studying strategy. • Being open to learning about all cultures fosters knowledge and empathy.
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specific viewpoint; ex: the various stages of the jig-saw activity? • What is achieved by examining language, and its organization, closely?	
Unit Learning Activities: <i>Students will...</i> • Recognize and discuss how a writer's tone, vocabulary, and syntax can influence meaning: ex: delve into how Anthropomorphism is a key component to understanding Richard Parker. • Partake in a jigsaw activity where each group member researches one of the animals in the novel, becomes an expert, collaborates with other students who researched the same animal, then teaches a group who researched different animals. • Read Judith Ortiz Cofer's short story "Silent Dancing" and Martel's chapter 33 to determine a list of creative memory-writing devices. • Bring in a photograph from early childhood, where memory is not entirely clear, and creatively invent and fill the gaps. • Group work on close-reading passages to analyze underlying meanings of the text: ex with allusions: explore Memento Mori as an allusion to better understand the foreshadowing Pi provides in his opening, and Richard Parker is also an allusion to Poe's character.	
Assessments	

Summative: • A test to determine comprehension and close reading skills as students begin this course. • A close reading, thesis-driven essay (based on Dr. Whitney's "How to Do and Write Close Reading") developed from one passage in <i>Life of Pi</i> • Jigsaw activity: research, group outline, and healthy MLA Works Cited page	Formative: • Using memory devices, a 300-word memory piece that highlights their own developing identifiers, morals, and values. • Free writing on prompts developed from themes in the novel: identity, religion, family, survival in order for students to explore who they are.
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Unit Title: *Ordinary People* [3 weeks]

Unit Summary: Students will examine Judith Guest's novel through Kubler-Ross's model: 5 stages of grief; in groups, they will evaluate characters' behaviors through their stages of grief and determine strategies that are effective in healing; While discerning the biased perspective achieved in 3rd person limited, students will discern adolescent (& familial) identifiers and commonalities through collective experiences, such as loss.
Primary interdisciplinary connections: counseling (techniques and strategies); psychology (Cognitive Behavioral Therapy, psychoanalysis)
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)
17-year-olds can relate to Conrad's story, his emotional challenges, and his judgment of those around him; this unit gives students the opportunity to discuss their parents, the nuclear dynamics, and complex family relationships, while

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determining how they, in turn, can deeply impact a parent's behavior. In addition, through psychological theories and perspectives, students will look beyond the superficial aspects of behavior to reach a deeper understanding of what goes on emotionally and sub-consciously for individuals. By acknowledging that depression can be masked, students can work on developing empathy for others without knowing their stories.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • 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. • 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. • L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and

	nuances in word meanings, including connotative meanings.
Reading	● 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.
Writing	● 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. ● 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. ● 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.

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	● 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.
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Speaking & Listening	• 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. • 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.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.	
Essential Questions:		Understandings: <i>Students will understand that...</i>
• How can reading through a theoretical lens or model bring about a different perspective? • How can a reader objectively evaluate, without bias, texts that examine other cultures/cultural differences? • To what extent does the style and structure of writing support a position? • When supporting a position in an oral discussion, what strategies should be used to present evidence to argue for or against a specific viewpoint? • How can language be manipulated so that the reader arrives at a different viewpoint?		• Dissecting language through a theoretical lens often reveals and provokes multiple interpretations. • Literary texts can be applied to other materials in order to effectively evaluate the author's agenda. • Recording responses propels further thoughts and ideas. • A good listener can comprehend both verbal and non-verbal cues and be decisive of when it is appropriate to speak/participate • Good discussions require participants who are open minded, of diverse perspectives, and who are willing and able to ask
Unit Learning Activities: <i>Students will...</i> • Free write about the definitions of "ordinary" and "unique" and discuss what makes a person ordinary is their collective experiences. • Read about psychological theories and Kubler-Ross's model on the 5 Stages of Grief to establish more understanding of the state of mind of characters in their grief journey. • Through reading of only two perspectives in third person limited, and healthy dialogue about relationships, students will realize that a missing perspective/voice cannot be objectively judged. • Track signs of suicide and extract Berger's speeches to determine the benefits of the relationship between therapist and patient. • Extrapolate poignant lines/phrases from the text and create a unique poem • Role play (or writing option) a marriage or family counselor for the Jarretts • Class discussion on rigid and flexible people		
Assessments		
Summative: • Final unit test and an in-class essay		Formative:

● Found Poem on the theme of “ordinary” ● Socratic seminar on application of theory to text	● Writing about, and supporting with evidence, the difference between “ordinary” & “unique” ● Using Kubler-Ross’s model, track and chart the stage of grief for each family member with textual evidence through the course of the novel. ● Rewrite a passage from Beth’s perspective: the missing voice ● Group questions: start with the text and how the content is applicable to current life.
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Unit Title: *The Laramie Project*

[3 weeks]

Unit Summary: Students will examine Moises Kaufman’s docudrama <i>The Laramie Project</i> and Brecht theater as platforms to raise awareness and eradicate what Chimamanda Ngozi Adichie coined the “Single story.” They will examine prejudice and hate of others’ identities within differing communities across America as well as the unity that emerges as more powerful. Throughout the unit, students will review stereotypes, labels, and boxes, as “othering” and establish how language plays a role in determining divisiveness. Kaufman and Brecht both invite intellectual inquiry in their structure of events, and students will understand how theater is crucial as a voice for silent people.	
Primary interdisciplinary connections: Art: Drama Counseling department with regards to sensitive issues on identity, bullying, and hate. Social Studies: ACT UP movement / AIDS epidemic - politics: Regan administration / hate crime legislation	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
Since civil rights are still in dispute and hate crimes have increased in America, students will come to realize the damaging impact of single stories (labeling, stereotypes, divisiveness, etc.). By understanding that a myriad of perspectives is needed to evaluate a situation, so that a person can arrive at an educated conclusion, students will see the complexities when speedily drawing opinions. Reviewing the goodness that has emerged from past discrimination and hatred, students will note the importance of activism. As they transition to young adults and become a part of college communities, they will begin to realize their right to protest and be voices in the larger community, and how they can also stand up for those who feel silenced. As a way of further developing these ideas, students look at law, amendments, movements, and activists who, from the examined tragedies in this unit, have made significant changes in society.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	● L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. ● 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. ● 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. ● L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships,

	and nuances in word meanings, including connotative meanings.
Reading	● 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

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	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.
Writing	● 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. ● 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. 🌱 ● 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.

Speaking & Listening	• 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. • 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.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.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Essential Questions:	Understandings: <i>Students will understand that...</i>

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• How does Kaufman, Brecht, and others in this unit, use language effectively and without bias to communicate diverse perspectives? • How can an understanding of words from a text enhance one's knowledge of perspectives? • How can creative writing demonstrate personal experiences and evoke intellectual inquiry? • How can seeking more perspectives allow for a better understanding of a situation? • Do tragic events need to occur in order for radical change to take place? • What is a "hate crime?" (both violent and against a certain group). • What is NJ's HIB legislation and what is the origin? • Is homophobia hating gays, being scared of gays, being uncomfortable with gays, or something different? How does fear • come across? • How can we effectively learn about people's identities?	• A single story wrongly categorizes people and one event can unfairly define a town. • Using culturally appropriate language can pave the way to learning about one another's identities and differences. • Sexual and racial differences are entrenched in historical events, and movements and activism have resulted in legislation for change. • We regularly engage in unconscious assumptions. • Theater provides a voice for the voiceless and oppressed. • Every perspective is crucial to having a more truthful understanding of a situation. • Hate is born from fear.
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Unit Learning Activities:

Students will...

- watch Chimamanda Ngozi Adichie's speech "The Danger of the Single Story" and apply her position to all other texts and performances in this unit.
- record how "tectonic" theater develops and builds upon existing documents and testimonies.
- research how Mathew Shepard's death constitutes a "hate" crime
- read Jeffrey Toobin's article from *The New Yorker* "The Talk of the Town": "Comment Adieu, DOMA" - and research the 3 major referenced decisions that ensured civil rights and equality for gay people
- watch segments of *Angels in America* to compute how Kushner's storytelling about the gay community and AIDS in the 80s and 90's is applied to *The Laramie Project*.
- watch and record how news segments reveal limited perspectives and that these stories are typically opinion vs fact.
- read Brecht's "The Street Scene" essay and develop a list of his epic theater characteristics; collaboration to write an epic-style script and film a group performance developed from a "filled out" news segment.
- Read Nicole Weisensee Egan's "Missing Tyler" & Ian Parker's "The Story of a Suicide" to understand various perspectives on Tyler Clementi's death; research how his death resulted in legislation and educational protection of harassed, bullied, and intimidated individuals. This is supplemented with Shane Koyczan's poem "To This Day."
- Listen to Sarah Koenig's podcast *Serial* - episode 1 and record how limited perspectives and judgment of a person's identifiers can result in a detrimental outcome.
- Read Toni Morrison's story "Recitatif" and Bernard Tyson's article "The Black Male Experience from the C-Suite to the Street" to determine our unconscious assumptions
- Conduct a "Privilege" circle

Assessments

Summative:

- Group creation of a Brecht-style epic theater script and a film presentation of the script that adopts Brecht's & Kaufman's characteristics.

Formative:

- Using Brecht's and Kaufman's models, record news segments that are missing perspectives, and creatively add said perspectives.

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- Writing (and speaking) about identifiers and privilege.
- Privilege circle

Unit Title: *The Perks of Being a Wallflower*
[3 weeks]

Unit Summary: Students will read Chbosky's novel <i>The Perks of Being a Wallflower</i> and develop an understanding of how crucial the environment (friends, schooling, parents, resources, etc.) is in assisting children through presenting challenges and those who have suffered trauma in their track to wellness. The unit focuses on methods of communication, and since the novel is told through a series of anonymous letters, we look at how writing is a healthy outlet for working through complex feelings. Students will gain a better understanding of mental health issues, childhood trauma, defense mechanisms, and coping mechanisms: healthy ways of dealing with one's problems and self-destructive ways. As we look at the character's gradual recall of repressed memory and how music provides comfort, students will examine how music triggers and connects with memory. They will make a compilation of meaningful music, as Charlie the protagonist does, that evokes distinct memories relating to significant character and identity building moments from the last twelve years of their lives.	
Primary interdisciplinary connections: Counseling: mental illness and emotional wellness; college transition/ college coordinator - rape culture on campus. Music: the power of music; storytelling through music	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
As adolescents encounter numerous challenges on their quest to discover their identities, students find comfort in Chbosky's story in how relatable the themes are today. There is less of a stigma around depression and anxiety now than in the text's 1992 setting, but dialogue is crucial in developing empathy and understanding the invisible or unspoken factors that play into mental illness. The unit gives a platform to discuss what goes on "behind closed doors" and in children's and adolescents' pasts that play into whether or not they struggle in their high school years. In addition, as the text presents several moments of sexual misconduct, an examination of rape culture, sexual assault, the Me Too movement, and awareness of these issues will be explored. As seniors will be going off to college, they will continue to discuss consent and what it means to be a "bystander," both issues addressed in <i>Perks</i>. Chbosky emphasizes the power of music and friends as helpful ways in which to cope, stressing the importance of having healthy outlets versus unhealthy ones. As seniors break away from their high school identities and establish their new paths for college, they will discover that learning about others' differences can accentuate their own. The text addresses the need for acceptance and feeling worthy; through reading about Charlie's experiences and his reliance on the support system around him, seniors will note their own individual roles in assisting school and college friends in their experiences. The music project coincides with their school years and provides a way for them to reflect on what they have endured, enjoyed, and who they have become as they look towards the future.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • 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.

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	• 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. • L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
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Reading	● 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.
Writing	● 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. 📖 ● 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.
Speaking & Listening	● 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. ● 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.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.	
Essential Questions:	Understandings: <i>Students will understand that...</i>
● How can the format of a novel allow for a deeper understanding of character and themes, in particular epistolary writing? ● Is this novel representative of collective high school experiences? ● Why is expression of identity important to coming of age? What trauma can occur when identity expression is stifled/oppressed? ● What is the power of voice and personal opinion regarding controversial statements in the high school setting? ● What are typical and healthy adolescent coping strategies? ● What occurs when a child is mistreated? How does one's experiences impact their current situations and relationships? ● What does it mean to be a bystander? What are our ethical and moral responsibilities when witnessing sexual misconduct? What is rape culture? How can we dismantle it? ● How does music play an effective role in defining significant events in one's life?	● writing letters, listening to music, and communication are healthy ways of coping. ● childhood trauma can manifest itself in various unhealthy ways and when there are healthy interventions and coping strategies, a person can recover. ● identity is often fluid, albeit salient, in one's development; it can be confusing and isolating, but learning about different identifiers can lead to children and adolescents feeling more self-worth and having more self-esteem. ● being an active bystander can have a life-changing positive impact on the victim of sexual misconduct.
Unit Learning Activities: <i>Students will...</i> ● discuss controversial and age-appropriate literature and the censorship of such. ● collaboratively explore ways in which Charlie is a "wallflower" and present in groups to the class. ● articulate and grapple with controversial and challenging high school topics (pertaining to identity and acceptance) in group discussions. ● create a compilation of music that evokes specific and significant memories. ● identify and use epistolary and memoir writing characteristics as they connect music to significant memories. ● present a song and memory to the class using vivid descriptions. ● research and present information on mental illness and child trauma and recovery (PTSD, depression, anxiety, self-esteem issues, etc). ● participate in a jigsaw activity to learn the multifaceted aspects of rap culture, the current rules and legislation, and steps forward for the Me Too movement.	
Assessments	
Summative: ● Unit test ● Music project: album compilation, creative album cover, and memory writing paragraphs ● Rape Culture Jigsaw activity (with assigned articles, legislation, and speeches, and conducted group research)	Formative: ● Round-table discussions on various high school topics ● Journals on personal identity in the topic within text ● Short research assignments on mental illness Group work: extracting evidence and engaging discussion on Charlie as a wallflower (close reading)

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Materials: Some Selected Texts

The Life of Pi – Yann Martel
Ordinary People – Judith Guest
A Streetcar Named Desire – Tennessee Williams
One Flew Over the Cuckoo's Nest – Ken Kesey
The Curious Incident of the Dog in the Nighttime – Mark Haddon
Persepolis – Marjane Satrapi
The Kite Runner – Khaled Hosseini
Interpreter of Maladies – Jhumpa Lahiri
Macbeth – William Shakespeare
The Perks of Being a Wallflower – Stephen Chbosky
The Hours – Michael Cunningham
The Joy Luck Club – Amy Tan
An Anthropologist on Mars – Oliver Sacks
Into the Wild – Jon Krakauer
A Walk in the Woods – Bill Bryson
The Laramie Project – Moises Kaufman
Excerpts from *Half the Sky* - Nicholas Kristof and Sheryl WuDunn

Materials: Film

49UP
Darius Goes West
Temple Grandin
Water
The Stoning of Soraya M.
Tuesdays with Morrie