Wall Township Public Schools	Board Approval Date: August 20, 2024

Course Title: Fantasy Fiction I

Course Description: Fantasy Fiction I combines high-level literary analysis and the popular genre of fantasy fiction. It is an elective designed to introduce students to critical theories of analysis from Plato through the modern day, and empower them to apply the theories to popular works of fantasy fiction in writing assignments. Literary lenses will include classical, biographical, Freudian, Jungian, Feminist, Marxist, ecocriticism, new historicism and reader's response. In the elective Fantasy Fiction I students will read and watch *Harry Potter and The Prisoner of Azkaban*, as well as *Percy Jackson and the Olympians: The Lightning Thief*. Students will also read selected shorter works as well as materials about theories of literary analysis and biographical information on the authors of the works we read. Much of the reading in Fantasy Fiction I will be in class, though some reading will be required as homework. Assessments will be in the form of both writing assignments and reading checks, and classwork will often be assessed as a participation grade. Watching films and television series will be integral parts of the course, no less important than the reading expectations, and will be incorporated into writing assignments and objective assessments.

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the

demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Introduction to Literary Analysis, Harry Potter - Origins, Biographical lens, Freudian/Psychoanalysis lens	38
Unit 2: Literary Analysis, Percy Jackson - Jungian lens, Ecocriticism lens	38

Unit 1

Desired Results

Unit 1 Title: Introduction to Literary Analysis, Harry Potter - Origins, Biographical lens, Freudian/Psychoanalysis lens

Unit Summary: Students will be introduced to literary analysis, beginning with the Classical analysis of the Greeks and progressing to the Biographical lens. Students will then learn and apply the Freudian lens. Students will read *Harry Potter and the Prisoner of Azbaban*, as well as watch the film by Alfonso Cuaron. Students will read daily and be assessed on reading check quizzes and writing assignments. Students will read and analyse related short stories weekly and apply the literary lenses in writing assignments. By the end of the unit students will be comfortable with the formatting of the class, be reading regularly, and have a strong command of literary analysis.

Learning Standards

NJSLS:

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

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

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

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.

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.

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.

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

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

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.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

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

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture

Interdisciplinary Connections:

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

Learning Targets

Unit Essential Questions:

- How do understanding and applying the methods of literary analysis improve our understanding of works of literature and thereby our overall critical reading and thinking skills?
- How can the interpretation of an author's specific creative decisions help reveal the author's general intentions?
- How can applying sound critical reading strategies improve comprehension?
- How can reading regularly and with a purpose improve academic performance across multiple disciplines, lead to better study and life habits, and become a lifelong pleasure?
- How can meeting deadlines lead to better discipline and personal satisfaction?
- How can regular writing assignments and established structural expectations better prepare students for professional and academic success after high school?

Unit Enduring Understandings:

- Literary theories act as lenses readers use to analyze literature Applying literary theories allows readers to consider literature based on certain assumptions.
- Applying literary theories deepens understanding and provides purpose while reading.
- Applying literary theories helps readers focus on certain specific aspects of a text.
- Symbols in a work of literature often reflect shared human values and experiences.
- Aspects of the human personality, as defined by Freud, are present in works of literature
- An author's personal experiences often inform their work.
- The Greeks are recognized as the originators of critical theory in Western Civilization

• How does the symbolism in a work of literature reflect universal human truths? • How does the liffe experience of the author impact a work of literature? • What is the essential nature of art? • What aspects of the human personality, as defined by Freud, are present in a work of literature?	
Vocabulary: terms related to the literary lenses in this unit.	
Students will be able to: • Determine the author or filmmaker's purpose while reading or watching a work. • Consider and discuss the choices of the writer or filmmaker and identify their purpose. • Identify the influences which impact the decisions of the writer or filmmaker. • Read with a purpose and develop the habit of reading. • Engage meaningfully and joyfully with class material each day. • Demonstrate comprehension of literary analysis techniques and literary devices through written responses and discussions. • Interpret the possible influences of historical contexts on literary works. • Evaluate whether or not sources provide accurate and complete information and determine if the information is relevant for a topic • Analyze key ideas in a text as evidence to support understanding of text. • Read closely to determine what the text says explicitly and to make logical inferences from it. • Read closely and demonstrate mastery of plot conventions. • Determine central ideas or themes of a text and analyze their development • Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	

- 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.
- Propel conversations by posing and responding to questions that probe reasoning and evidence.
- During class discussions, ensure a hearing for a full range of positions on a topic or issue.
- During class discussions, clarify, verify, or challenge ideas and conclusions
- During class discussions, respond thoughtfully to diverse perspectives.
- During class discussions, synthesize comments, claims, and evidence made on all sides of an issue.
- Present information, findings, and supporting evidence such that readers can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Learning Activities:

- reading, both in-class and as homewor
- reading check quizzes, both casual and graded
- a class wordle
- participation in a marking-period long competition among houses for pride, fun, stickers and priority during class feasts\
- movie and television show viewing, with written analysis in the form of at least a claim, if not a paragraph.
- Bi-weekly activities will include:
    - acquiring understanding of a new lens and applying that lens to several works in writing assignments.
- Students will produce an essay each marking period in which they apply one of the lenses taught that marking period to a work or works.

Assessment Evidence

Formative Assessments:

- 2-3 reading check quizzes
- 2-3 writing assignments

Summative Assessments:

- 2-3 written responses

Core Instructional & Supplemental Materials
Core: • *Harry Potter and The Prisoner of Azkaban*, novel and film • *Critical Theory Today: a User-Friendly Guide* by Lois Tyson, or similar materails related to literary analysis
Supplemental: Short stories from various sources including classic and modern fantasy fiction anthologies as well as Commonlit.

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback **Specific Strategies and Practices that Support English Language Learners** English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits. - Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling -

Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Literary Analysis, *Percy Jackson and the Olympians* - Jungian and Ecocriticism lenses

Unit Summary: Students will continue to apply literary lenses, continuing with the Jungian lens and progressing to the Ecocriticism lens. While studying the Ecocriticism lens students will learn about the waves of Ecocriticism as well as the three tropes. While studying the Jungian lens students will learn archetypes, the hero's journey, persona, and self-actualization. Students will read *Percy Jackson and the Olympians*, as well as watch the TV series. Students will read daily and be assessed on reading check quizzes and writing assignments. Students will read and analyse related short stories weekly and apply the literary lenses in writing assignments. By the end of the unit students will demonstrate mastery of the applying literary lenses to works, write at a college level, and read on a regular basis.

Learning Standards

NJSLS:

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

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

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

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.

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.

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.

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

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

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.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Computer Science & Design Thinking (*CS & DT*): 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.NT.2: Redesign an existing product to improve form or function.

Learning Targets	
Unit Essential Questions: • How do understanding and applying the methods of literary analysis improve our understanding of works of literature and thereby our overall critical reading and thinking skills? • How can the interpretation of an author's specific creative decisions help reveal the author's general intentions? • How can applying sound critical reading strategies improve comprehension? • How can reading regularly and with a purpose improve academic performance across multiple disciplines, lead to better study and life habits, and become a lifelong pleasure?	**Unit Enduring Understandings:** • Literary theories act as lenses readers use to analyze literature Applying literary theories allows readers to consider literature based on certain assumptions. Applying literary theories deepens understanding and provides purpose while reading. • Applying literary theories helps readers focus on certain specific aspects of a text. • There are ancestral memories shared by all humans, identified by Carl Jung as the "collective unconscious." • By reading literature with a purpose, we can discover and define Jung's "collective unconscious" and understand concepts such as the persona and self actualization.

• How can meeting deadlines lead to better discipline and personal satisfaction? • How can regular writing assignments and established structural expectations better prepare students for professional and academic success after high school? • How does literature reflect archetypes found in mythology? • How do characters in works of literature reflect archetypal mythological figures? • How does literature reflect archetypal narrative structures? • How do characters in modern fiction reflect those of ancient mythology? • How does fiction, both modern and mythological, reflect Carl Jung's idea of the "collective unconscious"? • How does the journey of a hero of modern fiction reflect the journey of the mythological hero? • How does identifying the archetypes present in a work of literature help the reader understand the work? • How does the symbolism in a work of literature reflect universal human truths?	• Literature reflects archetypes which are found in mythology. • Characters in works of literature reflect archtypal mythological figures. • Literature often reflects archtypal narrative structures. The protagonist of a story often reflects the "hero" of myth. • The protagonist often embarks on a physical journey with symbolic and/or spiritual significance. • Symbols in a work of literature often reflect shared human values and experiences.
Vocabulary: Terms related to the literary lenses in this unit.	
Students will be able to:	

- Determine the author or filmmaker's purpose while reading or watching a work.
- Consider and discuss the choices of the writer or filmmaker and identify their purpose.
- Identify the influences which impact the decisions of the writer or filmmaker.
- Read with a purpose and develop the habit of reading.
- Engage meaningfully and joyfully with class material each day.
- Demonstrate comprehension of literary analysis techniques and literary devices through written responses and discussions.
- Interpret the possible influences of historical contexts on literary works.
- Evaluate whether or not sources provide accurate and complete information and determine if the information is relevant for a topic
- Analyze key ideas in a text as evidence to support understanding of text.
- Read closely to determine what the text says explicitly and to make logical inferences from it.
- Read closely and demonstrate mastery of plot conventions.
- Determine central ideas or themes of a text and analyze their development
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 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.
- Propel conversations by posing and responding to questions that probe reasoning and evidence.
- During class discussions, ensure a hearing for a full range of positions on a topic or issue.
- During class discussions, clarify, verify, or challenge ideas and conclusions
- During class discussions, respond thoughtfully to diverse perspectives.
- During class discussions, synthesize comments, claims, and evidence made on all sides of an issue.
- Present information, findings, and supporting evidence such that readers can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Learning Activities:

- reading, both in-class and as homewor

- reading check quizzes, both casual and graded
- a class wordle
- participation in a marking-period long competition among houses for pride, fun, stickers and priority during class feasts\
- movie and television show viewing, with written analysis in the form of at least a claim, if not a paragraph.
- Bi-weekly activities will include:
    - acquiring understanding of a new lens and applying that lens to several works in writing assignments.
- Students will produce an essay each marking period in which they apply one of the lenses taught that marking period to a work or works.

Assessment Evidence
Formative Assessments: • 2-3 reading check quizzes • 2-3 writing assignments
Summative Assessments: • 2-3 written responses

Core Instructional & Supplemental Materials
Core: • *Percy Jackson and the Olympians: The Lightning Thief*, novel and film • *Critical Theory Today: a User-Friendly Guide* by Lois Tyson, or similar materails related to literary analysis
Supplemental: • Short stories from various sources including classic and modern fantasy fiction anthologies as well as Commonlit.

Accommodations and Modifications: Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning