

# English IV

## Grade 12

Prepared by:  
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*Superintendent of Schools:*  
Marie C. Cirasella, Ed.D.

Revised by the Midland Park Board of Education on  
August 23, 2022

**Born on Date March 17, 2017**  
**Revised March 18, 2020**  
**Revised August 22, 2022**

## **Grade 12 English Curriculum Overview**

Grade 12 English is taught in seven units throughout the school year. The English curriculum encourages critical thinking, problem solving, and clear communication. Through small and large group discussions, Socratic seminars, and projects, students will explore themes and character motivation, connecting these to their own lives as well as contemporary society. Writing throughout the year will focus on expository, narrative, and argumentative, and will emphasize editing and revision as life-long skills. Participating in this program helps students:

1. To foster strong, life-long writing skills.
2. To apply universal themes to their own lives.
3. To meet the English standards for New Jersey Public Schools.

Suggested Course Sequence\*:

- Unit 1: Memoir and College Application Essays
- Unit 2: Beowulf
- Unit 3: Oedipus the King
- Unit 4: Macbeth
- Unit 5: The Research Paper
- Unit 6: Brave New World
- Unit 7: Archetypes
- Unit 8: Vocabulary

Prerequisite: Grade 11 English

\*The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 42 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made.

<b>Content Area: Literature, Writing</b>	
<b>Unit Title: Memoir and College Essay</b>	
<b>Grade Level: 12</b>	
<b>Core Ideas:</b> Students will analyze the characteristics of memoir and personal essay writing through the study of selected essays; they will then apply these techniques to their own college essay topics, ultimately finding their own voice through personal narration. Students will be encouraged to reflect on the significance of remembered events and mold them into their own narrative.	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3. Analyze the impact of the author's choices regarding how

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	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.11-12.3	Analyze the impact of the author’s choices 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.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author’s choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
W.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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.

**Computer Science and Design Thinking (standard 8)**

8.1.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
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**Interdisciplinary Connection**

6.3.12.History CA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
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**Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)**

	New Jersey Social and Emotional learning competencies: Self-Awareness. Recognize one’s personal strengths, traits, and limitations.
	Read examples of essays of individuals that identify with the above cross-cultural groups. Assist students in conveying their own stories as they relate to these topics.

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do we identify Tone and Voice in a narrative work?</li> <li>● How can memoirs be used to convey our voice? ● What makes a memoir effective?</li> <li>● How credible is a memoir?</li> <li>● How can we write memoirs that convey a sense of our values and ourselves?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● In creating a memoir you are finding your own story</li> <li>● Good writers of memoir inject their reflections onto their experiences rather than merely describe a sequence of events</li> <li>● Good writers of memoir convey emotions through the use of tone</li> </ul>
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	<ul style="list-style-type: none"> <li>● Memoirs often weave past and present to make events relatable to present circumstances/ audiences.</li> </ul>
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<p><b>Unit Learning Targets/Objectives:</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● <i>Students will learn to read and tell stories as a means to better understand themselves and their communities ● Students will share personal thoughts and feelings evoked by reading selections</i></li> <li>● <i>Students will comprehend the characteristics of the memoir genre</i></li> <li>● <i>Students will identify tone and voice in a narrative work</i></li> <li>● <i>Students will analyze a written work for its textual features</i></li> <li>● <i>Students will analyze the presence of tone and voice and the effect they have on the work</i></li> <li>● <i>Students will learn to extend their observation beyond the superficial</i></li> <li>● <i>Students will analyze how an individual's perspective can shape truth</i></li> <li>● <i>Students will create an authentic voice by completing their own personal narratives</i></li> <li>● <i>Students will incorporate a varied sentence structure and take compositional risks in their personal writing</i></li> <li>● <i>Students will synthesize knowledge of voice and style by creating their own memoir/personal narrative essay</i></li> </ul>
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**Formative Assessments:**

- Daily notebook free writes and sharing
- Class readings/discussion of passages from their chosen summer reading memoir
- Short compositional exercises
- Analysis of short personal narratives from *The Brief Bedford Reader*
- Exit slips to check for understanding

**Summative/Benchmark Assessment(s):**

- In-class essay based on summer reading memoir text and/or objective test of book
- Final draft of personal narrative responding to a chosen college essay topic or prompt

**Resources/Materials** (copy hyperlinks for digital resources):**Modifications:**

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*Special Education Student/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Voice	Defining and Understanding the importance of voice and tone in a narrative work	3 days
Memoirs	Understanding the characteristics of the memoir genre	2 days
Sample Memoir	Identifying and Analyzing voice and tone in assigned summer reading memoir	3 days
Show, don't tell	Adding detail to narrative writing through imagery. Sample essays will be analyzed.	2 days
Personalize your writing	Adding the emotion behind the details of your story. Sample essays will be analyzed.	2 days
The College Essay	Characteristics of the college essay and tips from admissions officers. Sample essays will be analyzed.	2 days
Choosing your topic	Narrowing in on a focus that will convey the story of the author	1 day

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Composing your narrative	Crafting attention grabbing openings, utilizing dialogue, and creating cohesion within your essay.	3 days
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**Teacher Notes:**

**Additional Resources**

- Previously assigned summer reading memoir
- Teacher chosen personal narratives from class text, *The Brief Bedford Reader*
- Possible speaker from a college admissions office
- Examples of college essays and personal statements
- News articles regarding college essay writing



<b>Content Area: Literature, Writing</b>	
<b>Unit Title: Beowulf: the Hero as a product of his culture</b>	
<b>Grade Level: 12</b>	
<b>Core Ideas:</b> Students will investigate the role heroes play in various cultures by tracing their presence through literature and film. With a focus on the Anglo-Saxons and “Beowulf,” the unit will trace the widespread cultural values of the heroes’ respective communities, culminating in an analysis of our own contemporary communities.	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSL)</b>	
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RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3. Analyze the impact of the author’s choices regarding how
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	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)
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RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author’s choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.9	Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
W.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.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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W.11-12.7	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.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

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9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
<b>Computer Science and Design Thinking (standard 8)</b>	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
<b>Interdisciplinary Connection</b>	
6.2.12.History CC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods.
6.1.12.History CA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary America involvement in another country.
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>	
	Gustines, George Gene. "In a New Comic, a Transgender Superhero Hides 2 Identities." The New York Times, 23 June 2016, <a href="https://www.nytimes.com/2016/06/25/arts/design/in-a-new-comic-a-transgender-superhero-hides-2-identities.html">https://www.nytimes.com/2016/06/25/arts/design/in-a-new-comic-a-transgender-superhero-hides-2-identities.html</a> .

**Unit Essential Question(s):**

- What is an epic hero?
- What does it mean to be a hero in contemporary culture?
- How does literature also represent the lives of ordinary people?
- How are our stories windows to cultural history?
- In what ways do our heroic archetypes provide security and a sense of purpose?
- What role do heroes play in their respective cultures? ● How has the role of hero changed over time?

**Unit Enduring Understandings:**

- The hero's journey in *Beowulf* is an archetype for future epics
- Literature can provoke a discussion of fate and/or the consequences of choice.
- Literature, no matter the genre or date of the writing, is a study of man's nature
- Knowing the culture, author's background, and historical context of a piece enhances appreciation and understanding.
- Good and evil are characteristics of humanity

**Unit Learning Targets/Objectives:**

*Students will...*

- *Students will comprehend the historical background of Anglo-Saxon England and its warfare culture*
- *Students will analyze poetic and dramatic conventions used in Anglo-Saxon poetry*
- *Students will examine literary texts with attention to their historical and social influences*
- *Students will trace the development of the hero from "Beowulf" to contemporary culture*

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- *Students will identify the characteristics of the epic hero as well as conventions of the epic poem*
- *Students will identify literary devices such as kennings, allusions, and alliteration*
- *Students will analyze classic Greek poetry and compare its heroic themes to those present in Beowulf*
- *Students will analyze 20<sup>th</sup> Century poetry and compare and contrast its views towards warfare with those in Beowulf*
- *Students will evaluate the 21<sup>st</sup> Century model of the hero by investigating modern examples*
- *Students will synthesize analysis of the theme of heroism in an essay format*

**Formative Assessments:**

- Literature Circles
- Anglo-Saxon background project
- Understanding and analysis questions for reading comprehension
- Essay preparation chart
- Quizzes for comprehension and identification of literary devices like kennings and alliteration ● Exit slips

**Summative/Benchmark Assessment(s):**

- Essay analyzing the cultural values contained in the Anglo-Saxon, Greek, and modern British poems we studied
- Objective assessment of reading

**Resources/Materials** (copy hyperlinks for digital resources):**Modifications:***Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Provide extension activities
- Build on students’ intrinsic motivations
- Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
Background	Understanding the historical background of Anglo-Saxon England	3 days
Beowulf	Comprehending and Analyzing plot, characterization, themes, and devices of the epic <i>Beowulf</i>	1.5 weeks
Poetic and Literary Devices	Recognizing Kennings, Alliteration, and Allusions in the epic	2 days
The Epic and its hero	Understanding the characteristics of an Epic Poem and the stages of the Epic Hero’s journey. Identifying them in <i>Beowulf</i>	3 days
Callinus	Understanding and evaluating Callinus’ “A Call to Arms” and comparing to <i>Beowulf</i>	2 days
Wilfred Owen	Understanding and evaluating Owen’s “Dulce Et Decorum Est” and its opposite views of heroism in battle	2 days
The Modern Hero	Discussion and analysis of modern day hero examples and characteristics	1 week

**Teacher Notes:**

### Additional Resources

- “A Call to Arms” poem by ancient Greek poet Callinus
- “Dulce et Decorum Est” poem by 20<sup>th</sup> C poet Wilfred Owen
- YouTube clip of the Staffordshire Hoard archeological find
- Ted Ed Video: “What makes a hero?”
- Excerpts from the Anglo-Saxon poem “Beowulf”
- Joseph Campbell’s 12 step discussion of the hero

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- Modern/Contemporary “hero” films such as Indiana Jones, Batman, etc.
- Newspaper profile articles on community heroes
- Selected informational texts from Bedford St. Martin’s *Brief Bedford Reader*

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**Content Area: Literature, Writing**

**Unit Title: *Oedipus Rex*: The foundations of Tragedy**

**Grade Level: 12**

**Core Ideas:** Students will explore the foundations of the genre of tragedy through the study of Sophocles’ *Oedipus Rex*. The unraveling of Oedipus’ fate raises questions regarding the role of fate and free will in our lives, and this theme will be explored in historical and modern contexts. In addition to studying dramatic conventions, students will develop strategies for recognizing patterns in literature and evaluating the significance of those patterns.

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**

RI.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2

Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.



RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide

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	an objective summary of the text. RL.11-12.3. Analyze the impact of the author's choices 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)
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RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)

RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
W.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.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	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.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)**

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.

**Computer Science and Design Thinking (standard 8)**

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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<b>Interdisciplinary Connection</b>	
6.2.12.History CC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods.
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>	
	Wells, Ollie. "Love, Sex, & Marriage in Ancient Greece." <i>World History Encyclopedia</i> . World History Encyclopedia, 25 Mar 2021. Web. 20 Jul 2022.

**Unit Essential Question(s):**

- What is a tragic hero?
- What is the relationship between fate and free will? ● Do we control our own destinies?
- What role does a “tragic flaw” play in one’s downfall?

**Unit Enduring Understandings:**

- Sophocles’ Oedipus Rex is the model for dramatic tragedy.
- Literature can provoke a discussion of fate and/or the consequences of choice.
- Literature, no matter the genre or date of the writing, is a study of man’s nature
- Knowing the culture, author’s background, and historical context of a piece enhances appreciation and understanding.

**Unit Learning Targets/Objectives:**

*Students will...*

- Students will comprehend, identify, and evaluate the characteristics of a tragic hero
- Students will comprehend the origins and importance of Greek theater
- Students will comprehend and evaluate the text of Sophocles’ Oedipus Rex as the foundation of drama and tragedy
- Students will analyze, evaluate, and synthesize their knowledge of the significance of the motif of sight and blindness in the play Oedipus Rex

**Evidence of Learning****Formative Assessments:**

- Visual map representing Oedipus’ fate
- Reading performance, discussion, and comprehension questions
- Greek theater quiz
- Reading quizzes
- Exit slips

**Summative/Benchmark Assessment(s):**

- Objective test of play
- In-class expository essay evaluating the significance of sight and blindness motif

**Resources/Materials** (copy hyperlinks for digital resources):

**Modifications:**

*Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
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Background	Introduce the origins and conventions of Greek theater and the life of Sophocles	2 days
Characters, Themes, Literary Terms	Introduce <i>Oedipus Rex (the King)</i> , characters, literary terms, and themes.	2 days

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Motifs	Trace motif of Sight and Blindness in the play(both literal and figurative examples), keeping a log as we read. Students will be able to use this log for final essay.	1.5 weeks (throughout entirety of unit)
Language and Plot	Interpret language and action of play, performing scenes from the play.	1.5 weeks
Tragic Hero	Introduce Aristotle’s Poetics, and his theory of the tragic hero; apply to Oedipus	2 days
Seminar Discussion	Class discussion – How are our lives governed by the concepts of fate and free will?	1 day

**Teacher Notes:**

**Additional Resources**

- Text of Sophocles’ *Oedipus the King*
- Fate, Family and Oedipus Rex: Crash Course Video <http://nj.pbslearningmedia.org/resource/c68d7b41-0e54-48ed-a86b-07c9efa393df/oedipus-crash-course-literature-202/>
- Background information on Laius: <http://www.greekmythology.com/Myths/Mortals/Laius/laius.html>

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<b>Content Area: Literature</b>	
<b>Unit Title: <i>Macbeth</i>: The permeable line between good and evil</b>	
<b>Grade Level: 12</b>	
<b>Core Ideas:</b> Through the text of <i>Macbeth</i> by William Shakespeare, as well as informational text supplements and videos, students will explore the abuse of power by those in roles of responsibility and the temptation of the dark force within us. Students will make connections between the themes of equivocation and gratification in our main text and the world we live in, including personal experience, advertisements and political speeches.	
<b>Learning Targets</b>	
<b>CPI#:</b>	<b>Statement:</b>

<b>Performance Expectations (NJSL)</b>	
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.9	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 primary source documents relevant to U.S. and/or global history.
RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3. Analyze the impact of the author's choices 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.11-12.3	Analyze the impact of the author's choices 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.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
W.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.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	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.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.

<b>Computer Science and Design Thinking (standard 8)</b>	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
<b>Interdisciplinary Connection</b>	
6.3.12.History CA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy.
6.1.12.History CA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
6.1.12.Civics P.D.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>	
	<p>“Damned Spot: Guilt, Scrubbing, and More Guilt.” <i>Association for Psychological Science - APS</i>, 26 Mar. 2013, <a href="https://www.psychologicalscience.org/news/were-only-human/damned-spot-guilt-scrubbing-and-more-guilt.html">https://www.psychologicalscience.org/news/were-only-human/damned-spot-guilt-scrubbing-and-more-guilt.html</a>.</p>
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do we use our power?</li> <li>● What qualities are necessary in a good leader? What qualities are unacceptable in a good leader?</li> <li>● How does “equivocation” or “doublespeak” affect communication?</li> <li>● Is lying ever acceptable? Is lying by our leaders ever acceptable?</li> <li>● What affect does guilt have on our psychological states?</li> <li>● How much control do we exert over our own lives and how many of our circumstances are beyond our control?</li> <li>● Can wanting something too much lead us to do things against our nature?</li> <li>● What role does morality play in leadership? <ul style="list-style-type: none"> <li>● What are the characteristics of a classic tragic hero and what does a modern tragic hero look like?</li> </ul> </li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● There is a difference between greed and ambition</li> <li>● Overarching ambition can lead to dire consequences</li> <li>● Words can easily be manipulated and can manipulate</li> <li>● We must learn to deal with conflicting elements within our personalities</li> <li>● Shakespeare’s plays present a social commentary about the human experience that is still relevant today</li> </ul>

**Unit Learning Targets/Objectives:**

*Students will...*

- Students will comprehend the plot, use of figurative language, and themes present in the text of *Macbeth*

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- Students will comprehend concept of “doublespeak” and the manipulation of language
- Students will evaluate the presence of symbols and motifs in *Macbeth*.
- Students will identify and analyze the divisive communication strategies used in Shakespeare’s *Macbeth*
- Students will evaluate character motivation
- Students will analyze film interpretation of *Macbeth* and make contemporary connections
- Students will evaluate the characteristics of an effective leader
- Students will analyze advertisements and/or speeches for use of doublespeak and emotional manipulation

**Evidence of Learning****Formative Assessments:**

- Socratic Seminars
- Writing reflections, making text-to-self connections
- Reading comprehension questions for each Act of *Macbeth*
- Reading quizzes
- Oral presentations evaluating motifs and symbols
- Character gratification chart and written analysis
- Exit slips to check for daily understanding

**Summative/Benchmark Assessment(s):**

- *Macbeth* reading objective test
- *Macbeth* In-Class essay
- Expository essay evaluating the manipulation of words and emotions in an advertisement/speech/product description

**Resources/Materials** (copy hyperlinks for digital resources):

**Modifications:***Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations

*At-Risk Students*

- Provide extended time to complete tasks

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- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>Characters, Themes, Literary Terms</b>	Introduce <i>Macbeth</i> , characters, literary terms, and themes.	2 days
<b>Motifs</b>	Trace the motifs of violence, equivocation/false face, dark vs. light, weather, natural vs. unnatural, sleep/waking/death, gender, reality vs. hallucination (presentation at culmination)	3 weeks (duration of unit)

	of unit)	
<b>Tragic Hero</b>	Identify the characteristics of the tragic hero in Macbeth.	2 days
<b>Language and Plot</b>	Interpret language and action of play, performing scenes from the play.	3 weeks (duration of unit)
<b>Film Evaluation</b>	Evaluate different film versions of <i>Macbeth</i> , discussing pivotal scenes.	2 weeks
<b>Character motivation</b>	Discussion of decision-making in the characters Macbeth, Lady Macbeth, Malcolm, and Macduff	1 week
<b>The Psychology of Evil</b>	Viewing of Philip Zimbardo's Ted Talk and the line between good and evil; applying his concepts to the play	3 days
<b>Seminar Discussion</b>	Class discussion –What role does morality play in leadership?	3 days

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**Teacher Notes:**

**Additional Resources**

- Shakespeare, William. *Macbeth*.
- Film. *Macbeth*. PBS Great Performances. (with Patrick Stewart) @2010
- Ted Conference Video. Joachim de Posada. “Don’t eat the Marshmallow”  
[http://www.ted.com/talks/joachim\\_de\\_posada\\_says\\_don\\_t\\_eat\\_the\\_marshmallow\\_yet.html](http://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet.html)
- Ted Conference Video. Philip Zimbardo. “The Psychology of Evil”  
[https://www.ted.com/talks/philip\\_zimbardo\\_on\\_the\\_psychology\\_of\\_evil](https://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil)
- Ericsson, Stephanie. “The Ways We Lie.” *The Brief Bedford Reader*.
- Lehrer, Jonah. “Don’t! The Secret of Self-Control.”  
[http://www.newyorker.com/reporting/2009/05/18/090518fa\\_fact\\_lehrer](http://www.newyorker.com/reporting/2009/05/18/090518fa_fact_lehrer)
- Lutz, William. “The World of Doublespeak.” *The Brief Bedford Reader*
- Current Events/Political Speeches/Advertisements

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**UNIT 5**

**Overview**

<b>Content Area: Writing</b>	
<b>Unit Title: The Research Paper: Identifying and Solving a Problem</b>	
<b>Grade Level: 12</b>	
<p><b>Core Ideas:</b> Research can be used to support, challenge, refine, and inspire personal ideas. Information to gain or expand knowledge can be acquired through a variety of sources. Using sources that are reliable result in convincing arguments. Research is powerful in persuading and communicating. Students will understand strategies of research and citation as well as how to conduct “conversations” with diverse sources. Students will understand ways to go beyond simple regurgitation of expert opinions and synthesis information into a coherent thesis of their own design. Students will understand and synthesize the various informational articles to create a thesis and support a coherent expository essay identifying a global problem, the causes, and possible solutions.</p>	
<b>Standards (Content and Technology)</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	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.11-12.8	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.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.6	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)**

9.4.12CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

**Computer Science and Design Thinking (standard 8)**

8.1.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
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## Interdisciplinary Connection

6.1.12.Civic  
SD P.14.a

Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

## Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Ongoing discussions of issues that impact career choices, including gender and race.

Russonello, Giovanni. "How Big Tech Allows the Racial Wealth Gap to Persist." *The New York Times*, The New York Times, 21 June 2021, <https://www.nytimes.com/2021/06/21/us/politics/big-tech-racial-wealth-gap.html>.

### Unit Essential Question(s):

- What makes an effective topic for research?
- What characteristics make a source reliable and legitimate for research?
- How can one sort and arrange information (using graphic organizers or outlines)?
- When, how, and why does one give credit for information used?
- What are the advantages of tailoring writing based on audience?
- How can ideas from research be developed into an effective thesis?
- What are important problems currently affecting our world today?
- What caused these problems? What solutions have already been presented? Which are most viable and why?

### Unit Enduring Understandings:

- After reading various sources (including the primary source), researchers create a focus for further investigation.
- Researchers investigate a variety of authoritative resources then follow MLA format to document these resources correctly.
- Researchers create bibliography cards, note cards, outlines, and multiple drafts to effectively organize information.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

### Unit Learning Targets/Objectives:

*Students will...*

- Complete a selected research paper or project.
- Develop the annotated bibliography.

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- Locate information using appropriate sources and strategies.
- Develop methods of organizing research into a draft.
- Master correct adaptation of material into their own ideas and responses.
- Master correct citation for in-text citation and for WorksCited.
- Explore revision and editing techniques and apply to own writing.
- Develop and revise thesis based on research.
- Develop the ability to discern between valid and invalid sources and on-line sites.
- Develop strong support and convincing evaluations for thesis.
- Master the ability to incorporate research without plagiarizing.
- Master MLA format.

## Evidence of Learning



**Formative Assessments:**

- Research Logs
- Organizer (graphic, outline, etc)
- Research paper proposal
- Thesis statement evaluation
- Rough draft
- Works Cited
- Annotated Bibliography

**Summative/Benchmark Assessment(s):**

- Final draft of research paper

**Resources/Materials** (copy hyperlinks for digital resources):

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>Preliminary Research</b>	Introduce research paper topics and requirements. Students will conduct preliminary research and develop findings into a tentative core question that will be developed into a working thesis.	3 days
<b>Research Problem – causes and solutions</b>	Conduct ongoing research, organizing reading and research into history of the problem, causes of the problem, and possible solutions. Notes are organized into research logs.	3 weeks
<b>Outline/Rough Draft</b>	Organize research notes into sentence outline that will become rough draft	1 week
<b>Editing and Revising</b>	Students conference with teacher to discuss ways to improve and revise outlines into solid final draft.	1 week
<b>Peer Editing</b>	Students work with a partner to revise and edit.	1 week

**Teacher Notes:****Additional Resources**

*Click links below to access additional resources used to design this unit:*

Trachtenberg, Stephen Joel, and Richard D. Kahlenberg. "Should Colleges Consider Legacies in the Admissions Process?" *Wall Street Journal*. Wall Street Journal, 25 June 2012. Web. 9 July 2012.

<<http://online.wsj.com/article/SB10001424052970204653604577249230164868846.html?KEYWORDS=making+decisions#articleTabs%3Darticle>>.

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>
• Consult student IEP	• Consult student ELL plan
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>

• Consult with G and T teacher	• Consult with I&RS as needed
<b>504 Students</b>	<b>Other:</b>
• Consult 504 plan	

<b>UNIT 6</b>	
<b>Overview</b>	
<b>Content Area: Literature, Writing</b>	
<b>Unit Title: Is the Future So Bright?</b>	
<b>Grade Level: 12</b>	
<b>Core Ideas:</b> Although Aldous Huxley’s <i>Brave New World</i> was originally published in 1932, the themes are relevant to the world in which we live today. Some would even call these novels prophetic, considering the present state of things, including brain-numbing advances in technology and the issues of eugenics, cloning, stem-cell research and genetic engineering.	
<b>Standards (Content and Technology)</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9	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 primary source documents relevant to U.S. and/or global history.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3. Analyze the impact of the author's choices 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.11-12.3	Analyze the impact of the author's choices 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.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

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RL.11-12.5	Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.9	Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
W.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.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	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.11-12.8	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.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<b>Interdisciplinary Standards</b>	
SS.6.2.12. D.5. c.	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
SS.6.1.12.A. 16 .a	Examine the impact of media and technology on political and social issues in a global society.
SS.6.2.12. A.4. a.	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
<b>Technology Standards</b>	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.2.12.B.4.	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
<b>Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)</b>	
9.4.12CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
<b>Computer Science and Design Thinking (standard 8)</b>	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
<b>Interdisciplinary Connection</b>	
6.1.12.Econ NE .11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
Krisch, Joshua A. "When Racism Was a Science." <i>The New York Times</i> , The New York Times, 13 Oct. 2014, <a href="https://www.nytimes.com/2014/10/14/science/haunted-files-the-eugenics-record-office-recreates-a-dark-time-in-a-laboratory-past.html">https://www.nytimes.com/2014/10/14/science/haunted-files-the-eugenics-record-office-recreates-a-dark-time-in-a-laboratory-past.html</a> .	

**Unit Essential Question(s):**

- Many people in our society consider the family to be the cornerstone of our society. How do we depend on the family to enable society to function?
- Is maintaining individual freedom more important than social stability?
- What issues are involved in creating, lengthening, and improving life?
- What are the trade-offs for technological advances? ● What role will I play in future technology?
- What role does technology play in sustaining human life?
- What is propaganda and how is it used?
- What is a dystopia?
- How does genetic engineering affect my world? ● Can a perfect world really exist?
- What is a perfect world?
- Is it necessary to give up individual rights to achieve a utopia?
- What is the role of technology in society?
- How does propaganda influence my decisions?
- What consequences do we face when we don't take responsibility for our actions?

**Unit Enduring Understandings:**

- Dystopian literature is often a commentary on our society and a speculation about what our society might look like if its members are not alert.
- As we have developed technologies as a society we have come to rely upon them, changing our lives to the extent that many consider them necessities rather than luxuries (e.g. electricity, television and radio, the Internet, even running water). This dependence if taken to the extreme can strip us of some of the things we enjoy, that make us human.
- Scientific advancement can help us learn and prolong our lives, but when it clashes with moral issues and compromises our principles and our humanity, it is harmful.
- Sometimes people are happier if they are ignorant about the truth, but as individuals, we seek the truth. How we negotiate this challenge is likely a question that will concern us throughout our lives.
- Striking a balance between what is good for individuals and what is good for society is a concern in democratic nations.

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- How can scientific advancement and exploration be both good and bad?
- What is the relationship and responsibility between creator and creation?
- What is the relationship between nature and nurture? Which is more important?

- Many people in our society consider the family to be the cornerstone of our society. We depend on the family in many ways to enable society to function.

**Unit Learning Targets/Objectives:***Students will...*

- comprehend utopia and dystopia.
- analyze the role of technology in society.
- comprehend complex readings
- evaluate authors' views and synthesize information in an essay
- identify and analyze role of propaganda in society.
- synthesize knowledge in essay writing
- evaluate man's responsibilities in society
- evaluate transhumanism

**Evidence of Learning**

**Formative Assessments:**

- Small group discussion
- Socratic Seminar
- Critical reading discussions
- Reading comprehension quizzes
- Identification of literary terms
- Exit slips

**Summative/Benchmark Assessment(s):**

- Objective Test – Teacher generated
- Essay – in-class timed writing or longer argumentative essay

**Resources/Materials** (copy hyperlinks for digital resources):

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>The Cave</b>	View short video of Plato’s “Allegory of the Cave” and discuss elements of real world and the shadow world and our reaction to that	2 days
<i>The Matrix</i>	View <i>The Matrix</i> and discuss man’s choice: live in comfortable ignorance or see the truth. Identify motifs, and symbolism.	1 week
<b>Individual Freedom vs. Social Responsibility – Harrison Bergeron</b>	Read “Harrison Bergeron” by Kurt Vonnegut. View video <i>2081</i> ”	4 days
<b>Characters, Themes, Literary Terms</b>	Introduce novel, characters, literary terms, and themes.	2 days
<b>Satire</b>	What is social satire? Define, provide examples from today – excerpts from <i>The Simpsons</i> , <i>The Onion</i> , <i>The Daily Show</i> , <i>The Colbert Report</i> , and “ <i>A Modest Proposal</i> ”.	2 days

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<b>Propaganda</b>	Analyze propaganda techniques in commercials and the novel. Identify one event in <i>Brave New World</i> and analyze the techniques.	<b>Individual Freedom vs. Social Responsibility</b>	Is it necessary to give up personal freedom for stability? What are man’s responsibilities to society?
<b>Language and Plot</b>	Interpret language, plot, and setting.	<b>Seminar Discussion</b>	Socratic seminar discussion – Should society limit the use of technology because of the potential for future problems for humanity?
		<b>Dystopian Fears for the Future</b>	View graphic depiction comparing Huxley’s views in <i>Brave New World</i> to Orwell’s views in <i>1984</i> .

<b>Future</b>	Argue which is most r
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Harper Perennial, 1998. Print.

2 days 3 weeks 2 days

**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit: Huxley, Aldous. *Brave New World*. New York: 1 week 2 days

*The Matrix*. Dir. Lana Wachowski and Lilly Wachowski. Perf. Keanu Reeves, Carrie Moss, Laurence Fishburne. Warner Brothers, 2008. DVD.  
*Plato's Allegory of the Cave*. Dir. John R. Dilworth. *Allegory of the Cave*. TEDEd Lessons Worth Sharing, n.d. Web. 12 July 2017.  
 Vonnegut, Kurt. "Harrison Bergeron." Ed. Robert Anderson. *Elements of Literature: Sixth Course, Literature of Britain*. Austin, TX: Holt, Rinehart and Winston, 1993. Print.

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>
• Consult student IEP	• Consult student ELL plan
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>
• Consult with G and T teacher	• Consult with I&RS as needed
<b>504 Students</b>	<b>Other:</b>
• Consult 504 plan	

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<b>UNIT 7</b>
<b>Overview</b>
<b>Content Area: Literature, Writing</b>
<b>Unit Title: Archetypes</b>
<b>Grade Level: 12</b>
<b>Core Ideas:</b> “All that happens is symbol, and as it represents itself perfectly, it points to all the rest,” stated Johann Wolfgang von Goethe in 1818. We live in a world today surrounded by symbols – from literature and film to television, internet, and advertising, symbols and archetypes pervade our experiences. To better understand our culture, students will study the history of archetypes – from ancient creation myths to Carl Jung and Joseph Campbell to current brand archetypes and use this knowledge to organize information, connect knowledge, and make sense of the world around them.
<b>Standards (Content and Technology)</b>



CPI#:	Statement:	
<b>Performance Expectations (NJSLs)</b>		
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	
RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	
RI.11-12.9	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 primary source documents relevant to U.S. and/or global history.	
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.	
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3. Analyze the impact of the author's choices 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.11-12.3	Analyze the impact of the author's choices 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.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including	

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	words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	
RL.11-12.5	Analyze how an author’s choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.	
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)	
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
W.11-12.7	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.11-12.8	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.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)</b>	
9.4.12CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
<b>Computer Science and Design Thinking (standard 8)</b>	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

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<b>Interdisciplinary Connection</b>	
SS.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
<p>Discuss use of archetypes vs. stereotypes in LGBTQ society.  Cloud, Doug. “The Rise of the Gay Warrior: Rhetorical Archetypes and the Transformation of Identity Categories.” <i>Discourse &amp; Communication</i>, vol. 13, no. 1, 2018, pp. 26–47.</p>	

**Unit Essential Question(s):**

- How do archetypes function in literary works? • What do archetypes from different parts of the world have in common?
- In what ways have archetypes changed over the centuries? In what ways are they the same?
- How can studying symbolism and archetypes support a better understanding of text and film?
- In what ways do archetypal frameworks provide security and a sense of purpose?
- How and why do archetypal symbols resonate across time, cultures, literature and religion?
- How are films a reflection of the values of society?

**Unit Enduring Understandings:**

- Literary works can be understood on a symbolic or archetypal level.
- Archetypes have been used throughout history, with commonalities across time and around the world
- Film is a reflection of the hopes and fears of society, either conscious or unconscious.
- The hero and villain archetypes in literature and film often imitate the social climate of the time.
- One way that society evaluates its morals and values is through film.

**Unit Learning Targets/Objectives:***Students will...*

- Connect archetypes found in familiar texts such as fairy tales and superhero stories to archetypes found in classical literature.
- Identify and explain how archetypes are used in the classical text and film
- Analyze the relationship of location, time period, and culture to the classical text. What ideas are universal?
- Create a visual representation of an archetype in the classical text and connect it to the text or outside texts

**Evidence of Learning****Formative Assessments:**

- Small group discussion
- Socratic Seminar
- Critical reading discussions
- Reading comprehension quizzes
- Identification of literary terms
- Exit slips

**Summative/Benchmark Assessment(s):**

- Expository essay

**Resources/Materials** (copy hyperlinks for digital resources):**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>Archetypes and Symbols</b>	Introduce archetypes and symbols – Joseph Campbell and Carl Jung.	2 days
<b>Fairy Tales</b>	Read various fairy tales and myths, identifying archetypes used.	2 days
<b>Joseph Campbell</b>	Read excerpts of Joseph Campbell's <i>The Hero with a Thousand Faces</i> , discussing elements and connecting to literature.	2 days
<b>Film Evaluation</b>	View various teacher-selected films and analyze for archetypes and symbols.	3 weeks

<b>Brand Archetypes</b>	Read and discuss Carol Pearson's 20 brand archetypes. Identify archetypes in current brands and advertising.	2 days
<b>Brand Archetypes</b>	Present new ad using brand archetype knowledge.	3 days
<b>Essay</b>	Expository Essay on Archetypes in today's culture	1 week

**Teacher Notes:****Additional Resources**

Click links below to access additional resources used to design this unit:

Campbell, Joseph. *The Hero with a Thousand Faces*. Princeton, NJ: Princeton UP, 2004.

Print. *Harry Potter and the Sorcerer's Stone*. Dir. Chris Columbus. Perf. Daniel Radcliffe.

Warner Brothers, 2001. DVD.

Huff, Dana. "Huffenglish.com." *NCTE Session G.41 Teaching the Hero's Journey: Understanding Our Past,*

*Creating Our Future*. N.p., 21 Nov. 2011. Web. 14 Aug. 2012. <<http://www.huffenglish.com/?p=2092>>. *The*

*Hunger Games*. Dir. Gary Ross. Perf. Jennifer Lawrence, Josh Hutcherson and Liam Hemsworth. Lionsgate, 2012.

DVD.

*The Lord of the Rings the Fellowship of the Ring*. Dir. Peter Jackson. New Line Home Entertainment, 2001.

DVD. Citation added:

*The Matrix*. Prod. Andy Wachowski. Dir. Andy Wachowski. Perf. Keanu Reeves and Laurence Fishburne.

1999. Netflix.

*Pan's Labyrinth*. Dir. Guillermo Del Toro. Prod. Bertha Navarro. Perf. Iker Elorza, Aribel Erdola, and Ivana Baquero.

Picturehouse, 2006.

Pearson, Carol S. "The Pearson Archetypal System." *The Pearson Archetypal System*. Spring, 2012. Web. 14

Aug. 2012. <<http://www.herowithin.com/>>.

*The Princess Bride*. Dir. Rob Reiner. Perf. Mandy Patinkin and Robin Wright.

Twentieth Century Fox Film Corp., 1987. DVD.

*Star Wars*. Dir. George Lucas. Perf. Mark Hamill, Alec Guinness, Harrison Ford, Carrie Fisher. Twentieth-Century

Fox Corp., 1977. DVD.

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>
• Consult student IEP	• Consult student ELL plan
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>
• Consult with G and T teacher	• Consult with I&RS as needed
<b>504 Students</b>	<b>Other:</b>
• Consult 504 plan	

**UNIT 8****Overview**

<b>Content Area: Language</b>	
<b>Unit Title: Vocabulary</b>	
<b>Grade Level: 11</b>	
<b>Core Ideas:</b> Context is important for determining denotative and connotative meaning. Effective use of vocabulary builds knowledge and deepens understanding.	
<b>Standards (Content and Technology)</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLS)</b>	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)</b>	
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
9.2.2.CAP.3	Define entrepreneurship and social entrepreneurship.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
<b>Computer Science and Design Thinking (standard 8)</b>	
8.2.12.E	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
<b>Interdisciplinary Connection</b>	
7.1.NH.IPR ET. 1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
SEL: Ongoing discussions of the power of words to affect others – both positive and negative. Ongoing discussions of the changing nature of language to better reflect contemporary culture and be sensitive to all.	

**Unit Essential Question(s):**

- How does one determine the meaning of an unfamiliar word?
- How does a writer choose the appropriate word for a particular context (purpose/style/audience)?
- Why is learning new vocabulary important?
- How can expanding our vocabulary help us to communicate more effectively?
- How does our knowledge of vocabulary enable us to instruct, persuade, and inspire?
- How does learning of new vocabulary enable us to understand what people say and write to us?
- How does our knowledge of vocabulary help us to empathize with others' points of view?

**Unit Enduring Understandings:**

- Denotative and connotative meanings in words are important to the message.
- Context clues help us understand the meaning of unknown words.
- Using an appropriate vocabulary for the chosen audience is important.

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- How does expanding our vocabulary allow us to better understand ourselves and express ourselves with confidence?

		mnemonic devices
<b>Lesson 2</b>	Vocabulary games as reminders before tests/quizzes.	Quizlet Blooket Kahoot Bingo Post-It Scramble
<b>Lesson 3</b>	Quiz or Test	

**Evidence of Learning**

**Formative Assessments:**

- Exit slips
- Original sentences
- Quick define
- Vocabulary Bingo
- Kahoot!
- Post-It Vocab scramble
- Flashcards

**Summative/Benchmark Assessment(s):**

- Vocabulary Quizzes
- Vocabulary Tests
- Use in student writing

**Resources/Materials:**

Shostak, Jerome. *Vocabulary Workshop: Level G*. Sadlier-Oxford, 2021.

**Teacher Notes:**

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Sug Tas
<b>Lesson 1</b>	Introduce 20 vocabulary words, discussing definition, synonyms, and antonyms. Connect words to students' lives and evaluate root word and affixes.	Disc sync antc real- com com pag of w

**Time frame (day(s) to complete) ongoing**

**Additional Resources**[www.getKahoot.com](http://www.getKahoot.com)[www.blooket.com](http://www.blooket.com)[www.quizlet.com](http://www.quizlet.com)

ongoing

**Key Vocabulary:** synonyms, antonyms, context clues, denotation, connotation, prefix, suffix, root word.

ongoing

**Differentiation/Modification**

<b>Students with Disabilities</b>	<b>English Language Learners</b>
• Consult student IEP	• Consult student ELL plan
<b>Gifted &amp; Talented Students</b>	<b>Students at Risk</b>
• Consult with G and T teacher	• Consult with I&RS as needed
<b>504 Students</b>	<b>Other:</b>
• Consult 504 plan	