ELA World Literature 1

CURRICULUM GUIDE

2019-2020

Table of Contents

SCHOOL PHILOSOPHY AND MISSION:

As a child-centered school, Academy Charter High School is dedicated to providing a challenging, nurturing environment in which each child's social and academic potential is maximized. The students who graduate from ACHS will have the self-esteem, self-discipline, intellectual curiosity and critical thinking skills to maintain their status as lifelong learners.

PURPOSE AND VISION:

The purpose of the Academy Charter High School English-Language Arts (ELA) Curriculum Guide is to provide a blueprint for organizing instructional strategies, methodologies and activities that provide an opportunity for every child to meet and exceed the New Jersey Student Learning Standards. It will guide the implementation of the standards by specifying the design of instructional materials, curriculum and instructional strategies. The standards designate what to teach at specific grade levels, and this guide provides procedures and selected research-based approaches for implementing instruction to meet the diverse needs of the student population, including those with special learning needs and whose native language is other than English.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:
- Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
- Provide student outcomes that are developmentally appropriate and measurable
- Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
- Present the Key Elements of content and skills for the purpose of creating an environment of Enduring Understanding through
- Essential Questions and student-centered learning scenarios
- Provide resources of Best Practices from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:

- Exploration & Discovery
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning stations

The English Language Arts Literacy Curriculum Guide provides a balanced and comprehensive approach that focuses on:
- Explicit teaching of skills as a means of supporting mastery of standard English conventions, comprehension strategies and communication skills to cultivate competent learners
- Acquisition of literacy skills to support efficient readers, writers, speakers, listeners and viewers
- Engagement of students in activities that provide opportunities for students to participate in problem-solving using inquiry skills
- A variety of literary genres to create well rounded readers
- Differentiated instructional strategies to address diverse learning styles and needs
- Project-based, authentic learning activities
- Instructional practices delivered in meaningful contexts in order to enable students to preserve the learning for future use or transfer to other learning activities
- The use of technology as a tool for learning to develop 21st century learners
- Intentional, explicit and systematic instruction in fluency, comprehension, and vocabulary development

Content Area	English Language Arts - World Literature 1
Interdisciplinary Connections	The updated curriculum documents to reflect interdisciplinary connections. Activities, assessments and/or differentiation strategies were highlighted and coded the specific content area. (Interdisciplinary Connections)
Core Instructional Materials (including digital tools)	*The Epic of Gilgamesh, Beowulf,* and *Oedipus Rex*. Specific supplemental instructional materials are located within each unit below. All students are also supplied with a Chromebook with internet access.
21ˢᵗ Century Themes and Skills	Students completing World Literature 1 will develop the following 21ˢᵗ Century Skills and Themes: **Themes:** - Global Awareness - Civic Literacy **Skills:** Learning and Innovation Skills Creativity and Innovation - Think creatively, work creatively with others Critical Thinking and Problem Solving - Reason effectively, use systems thinking, make judgements and decisions, solve problems Communication and Collaboration - Communicate clearly, collaborate with others Information, Media and Technology Skills Information Literacy - Access and evaluate information, use and manage information Media Literacy - Analyze media products ICT Literacy - Apply technology effectively

	Life and Career Skills Flexibility and Adaptability - Adapt to varied roles, job responsibilities, schedules and contexts - Be Flexible: Incorporate feedback effectively; deal positively with praise, setbacks, and criticism; understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments Initiative and Self-Direction - Manage goals and time, work independently, be self-directed learners Social and Cross-Cultural Skills - Interact effectively with others, work effectively in diverse teams Productivity and Accountability - Manage projects and produce results Leadership and Responsibility - Guide and lead others, be responsible to others
Career Readiness Practices and Standards	Students completing World Literature 1 will develop the following Career Readiness Practices and Standards: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.1.12.A.3: Analyze the relationship between various careers and personal earning goals. 9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

	9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions. 9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
8.1 Educational Technology **8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming**	Upon completion of World Literature 1, students will have developed the following NJSLS Technology Standards: 8.1.12.A.3 – Collaborate in online courses, learning communities, social networks or virtual worlds to discuss the resolution to a problem or issue 8.1.12.C.1 – Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community 8.1.12.E.1 – Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources 8.1.12.F.1 – Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and social needs
New Jersey Student Learning Standards (NJSLS)	*Reading Literature* **Key Ideas and Details** 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). **Craft and Structure** 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).

Integration of Knowledge and Ideas

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.11-12.8. (Not applicable to literature)

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.

Range of Reading and Level of Text Complexity

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.

Reading Informational Text

Key Ideas and Details

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.

Craft and Structure

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.

Integration of Knowledge and Ideas
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.

Range of Reading and Level of Text Complexity
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.

Writing
Text Types and Purposes
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.

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

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

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

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

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

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.

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

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

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

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

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

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.

Research to Build and Present Knowledge
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 an 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.
    A. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
    B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening
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.
    A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
    B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
    C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.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.

Presentation of Knowledge and Ideas
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 command of formal English when indicated or appropriate.

Language
Conventions of Standard English
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    A. Observe hyphenation conventions.
    B. Spell correctly.

Knowledge of Language
L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use
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.
    A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
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.
    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
    C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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.

Pacing Guide	Unit	Timeframe
	1. Creation Stories and Archetypes	3-4 weeks
	2. Heroes, Epics, and Kingdoms	3-4 weeks
	3. Greek Literature and Psychoanalysis	3-4 weeks
	4. Asian Literature and New Historicism	3-4 weeks
	5. Sir Gawain and Theory Application	3-4 weeks
Resource	Students in Resource English are exposed to texts that are the same or similar in content, but are scaled to students' Lexile and comprehension levels. Texts may include, but aren't limited to the adapted version of core texts and graphic novels of core texts. Additionally, students in Resource English may have a modified pacing guide to meet the needs of individual students.	
Benchmark Assessments	All students take standardized midterms and finals. Other assessments are indicated throughout the units of study.	

Unit 1:
Creation Stories and Archetypes

21ˢᵗ Century Themes and Skills:
Themes: Global Awareness, Civic Literacy
Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21ˢᵗ Century Life and Career Practices: CRP1; CRP2; CRP4; CRP9; CRP11; CRP12; 9.1.12.A.5

NJSLS Technology: 8.1.12.A.3

Interdisciplinary Connections: Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3

Approximate Time Frame: 3-4 weeks

Big Ideas:
- Archetypes
- Stock Characters
- Patterns
- Mythos

Essential Questions:
- How does literary criticism and theory help readers understand a text?
- What myths, symbols, or patterns reemerge in human story-telling?
- Why do different cultures share similar myths?
- How might a creation story affect and reflect a culture?
- What is an archetype?
- Who were Carl Jung and Joseph Campbell?

Enduring Understandings:
- Students will understand that literary criticism can be used as lenses of understanding to help readers uncover various layers of textual meaning.
- Students will understand that archetypes, patterns, and symbolic associations help readers recognize, understand, and analyze textual images and symbols.
- Students will understand that stories – and their characters, patterns, and themes – can unite the diversity of humankind.

● Students will understand that myths shape and reflect the fears, values, and beliefs of society.

LITERARY THEORY	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies **(Knowledge/Comprehension)**	**Tier 1 CPIs:** **L.11-12.4** **RL.11-12.7**
● Students will define the following terms: Literary theory, criticism, archetype (*shadow, persona, and anima)*. Students will also familiarize themselves with Carl Jung and Joseph Campbell. ● Students will read excerpts from Carl Jung and participate in class discussion about his concept of the collective unconscious and shared mythology. They will discuss the purpose of theory and how thinking of texts as socially reflective and can promote a reader's understanding of the literature and the culture from which it comes.	Tier 1 Resources/Materials: ● Chapter Four: Mythological and Archetypal Approaches," *A Handbook of Critical Approaches to Literature,*3d. ed., edited by Wilfred L. Guerin, Earle Labor, Lee Morgan. New York. Oxford UP, 1992 ● "Jungian Psychology and its Archetypal Insights" *A Handbook of Critical Approaches to Literature*. ● Dictionary or dictionary.com
Tier 2 Activities/Strategies **(Application/Analysis)**	**Tier 2 CPIs:** **RL.11-12.2**
● Students will analyze common archetypes as outlined by Carl Jung in his main texts and distinguish the differences between the shadow, persona, and anima in terms of the individual. ● Students will diagram his 12 Common Archetypes with characters from modern TV shows or movies.	Tier 2 Resources/Materials: ● Common Archetype lists/examples
Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **RL.11-12.1**
● Students will build on their 12 Common Archetype diagram and choose one of the characters they associated with a particular archetype. They will write a short essay explaining why the TV or movie character they chose fits into the categorization of that particular archetype. Teacher can **differentiate** project by permitting students to create collages, playlists, or comic strips of archetypal	Tier 3 Resources/Materials: ● Diagram sample

choices or encouraging students to associate themselves with an archetype and write an explanation of their choice.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Tests and Quizzes including a Vocabulary Test and reading Comprehension Quizzes, writing Assignment including a Reading responses to Jung.	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Computers for articles and writing

CREATION MYTHS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies **(Knowledge/Comprehension)**	**Tier 1 CPIs:** **SL.11-12.1** **SL.11-12.2**
● Students will familiarize themselves with the names, era, and geographic locations of certain creation myths. ● Students will participate in class discussions about creation myths, their purposes and how they reflect specific cultures. They will discuss their importance and their varied forms of transmission (where they can be found, how they appear, when they were written or spoken).	Tier 1 Resources/Materials: ● "Myth and Dream," *The Hero with a Thousand Faces,* Joseph Campbell ● "Folk Stories of Creation," *The Hero with a Thousand Faces,* Joseph Campbell ● Videos of novels ● "Atum and the Egyptian Creation Myth" - https://www.youtube.com/watch?v=uTy49JlgJZE ● "Hindu Creation Story" - https://www.youtube.com/watch?v=Y9yWwFWpbRo ● "Chinese Creation" - https://www.youtube.com/watch?v=gtnLgc_pNbo&list=PLDFB99FC5A036A7CD&index=11
Tier 2 Activities/Strategies **(Application/Analysis)**	**Tier 2 CPIs:** **W.11-12.9**
● They will read a number of these myths together in class or at home and discuss variations and similarities. Students will outline the stories' plots through annotation, note-taking and graphic organizers. They will also identify shared archetypes	Tier 2 Resources/Materials: ● Apache Creation Myth ● "Corn and Medicine," Cherokee Creation Myth ● *Enuma Elish*, Babylonian Creation Myth

(in characters, themes, or plot). Students will look for and chart any Jungian archetypal symbols in the texts.	"Odin and Ymir," Norse Creation Myth *Fusilat 41.9-41.18*, Islamic Creation Myth - Genesis 1.1-2.3 ("Elohim"), Judeo-Christian Myth - Genesis 2.3-2.24 (Yahweh), Judeo-Christian Myth - Note-taking graphic organizers
Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **SL.11-12.4**
- Students will compare and contrast plots, characters, and themes of various creation myths. - Students will split into groups and each group will be assigned a creation myth. Groups will read their myths and create posters that catalog and diagram the plot and archetypes. Each group will present their findings to the class, who will add this new information to the classroom-reading charts. Students will self-assess using presentation rubrics.	<u>Tier 3 Resources/Materials:</u> - Compare and contrast outline/diagram - Poster material
STUDENT WORK PRODUCTS/ ASSESSMENTS: Analysis of 12 Common Archetypes and TV/Movie character, Self-reflection and archetypes, Projects including a 12 Common Archetype Diagram and Creation Myth Posters	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Computers for textual readings and videos

<table>
<tr><td colspan="1" style="text-align:center">

Unit 2:
Heroes, Epics, and Kingdoms

</td></tr>
</table>

21ˢᵗ Century Themes and Skills:
Themes: Global Awareness, Civic Literacy
Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21ˢᵗ Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

Approximate Time Frame: 3-4 weeks

Big Ideas:
- Heroes
- Patterns
- Symbolism
- Social Constructs
- Hero's Journey

Essential Questions:
- What makes a character a hero?
- Do all heroes share certain traits?
- Who are some modern heroes who fit Campbell's heroic formula?
- What is the format of an epic or a quest?
- What is *Beowulf*?
- What is Gilgamesh?
- How does a hero or king teach us about his society or culture?

Enduring Understandings:
- Students will understand heroic plots follow similar patterns and formats
- Students will understand that students will be able to use their knowledge of these patterns and recognize epic elements in other literature.
- Students will understand heroes often reflect the values of society and their quests symbolize progress, growth, and stability.
- Students will understand that epics are projections of society's hopes for their kingdom.

JOSEPH CAMPBELL AND THE MONOMYTH	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	**Tier 1 CPIs: L.11-12.6 RL.11-12.6.**
• Students will define the following terms: monomyth, hero, journey, threshold, quest, status quo. • Students will read excerpts from Joseph Campbell's "The Hero with a Thousand Faces," and discuss the role of the hero in a culture's mythos. They will reflect on, rephrase, and journal about Campbell's statement that heroes function as breakers of the status quo. • Students will familiarize themselves with Campbell's "Hero's Journey" and memorize the major movements or stages.	Tier 1 Resources/Materials: • "The Hero with a Thousand Faces" • "Hero's Journey" • "17 Stages of the Hero's Journey" - http://api.ning.com/files/hdC0Rqwh*mzbB8X2MU8V5WeLPh-Qicccm9S0fKRr9OHhq8IfUgu6-FOtKJsVs2r4isVAzpgBG-7b2hZhpe4oKjSD5e45kwne/CAMPBELLS_MONOMYTH_RSOAP__006.jpg
Tier 2 Activities/Strategies (Application/Analysis)	**Tier 2 CPIs: RL.11-12.5.**
• Students will pretend that they are going on a mythic and heroic journey in order to act out the Campbell's "Hero's Journey." Students can choose from a variety of project options including journal entries that describe certain stages of their adventure, the creation of a hero's adventure kit (gear, tools, food, or clothing a hero may need on his/her journey), the planning or construction of a Hero's Journey game (along the lines of Dungeons and Dragons or The Oregon Trail), the	Tier 2 Resources/Materials: • Drawing materials

drawing of a hero during 2-3 stages of his/her adventure, the creation of a hero's instagram account with pictures and hashtags from his/her adventure.	
Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **W.11-12.2.** **W.11-12.8**
● Students will participate in a gallery walk that shows off their heroic journey projects. Individuals or groups will leave comments, constructive criticism, and encouragement on large wall post-its as a means of student-to-student assessment. ● Students will write a short project-response in which they compare and contrast two projects and their varied successes in terms of content knowledge.	Tier 3 Resources/Materials: ● Gallery
STUDENT WORK PRODUCTS/ ASSESSMENTS: Vocabulary Test and Reading Comprehension Quizzes. Writing Assignments including Journal Responses: "What makes a hero?" and "Describe a day in the life of (insert heroic culture)…"	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Computers for reading texts

HEROIC TEXTS	**RELEVANT RESOURCES/MATERIALS/CPIs**
Tier 1 Activities/Strategies **(Knowledge/Comprehension)**	**Tier 1 CPIs:** **RL.11-12.3.** **RL.11-12.2.**
● Teacher and students will choose one of the provided heroic texts (Gilgamesh, Beowulf, Ala al-Deen, Theseus and the Minotaur) to read and annotate together. ● Students will discuss the protagonist in terms of Campbell's warrior hero and outline the story in terms of the "Hero's Journey." Students will identify the heroic qualities of the	Tier 1 Resources/Materials: ● "The Epic of Gilgamesh" ● *Beowulf* ● "Theseus and the Minotaur," *The Tanglewood Tales*, Nathaniel Hawthorne ● "'Ala al-Deen and the Magic Lamp"

character and use these to develop a sense of the hero's social culture (ie. what the culture believed to be important).	
Tier 2 Activities/Strategies (Application/Analysis)	**Tier 2 CPIs: RL.11-12.7.**
● Teacher and students will choose one of the suggested modern "heroic" films to watch together in class. Students will document the protagonist's heroic journey in a graphic organizer and take notes. ● In an essay, students will analyze the film and evaluate the protagonist's definition as "hero;" or they can compare and contrast the film's hero with the hero from the textual epic.	Tier 2 Resources/Materials: ● "The Hero as Warrior," *The Hero With a Thousand Faces*, Joseph Campbell ● "Hero's Journey Stages," Joseph Campbell: http://orias.berkeley.edu/hero/journeystages.pdf ● "What Makes a Hero?" Matthew Winkler, Ted-Ed https://www.youtube.com/watch?v=Hhk4N9A0oCA
Tier 3 Activities/Strategies (Synthesis/Evaluation)	**Tier 3 CPIs: W.11-12.5.**
● Students will practice writing, grading, and critiquing with a rubric. They will share first drafts of their essay with at least one other student, who will use the class rubric to assess the piece. Students may also take part in a read-aloud editing session, whereby a student reads his/her introduction out loud and receives immediate verbal feedback from his/her peers. They will use written or verbal comments to edit, write, and submit a final draft.	Tier 3 Resources/Materials: ● Rubric
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing assignments including What is the status quo? How does a hero break it?, Evaluation of Hero/Compare and Contrast, Graphic Organizing of Texts/Films, and Note-taking. Hero's Journey Project (journaling, instagram, illustrations, pack-construction, gaming)	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Computers for writing pieces

Unit 3:
Greek Literature and Psychoanalysis

21ˢᵗ Century Themes and Skills:
Themes: Global Awareness, Civic Literacy
Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21ˢᵗ Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

Approximate Time Frame: 3-4 weeks

Big Ideas:
- Id, Ego, and Superego;
- Freud;
- Iceberg Theory;
- Oedipus Complex;
- Tragic Hero;
- Predestination;
- Irony

Essential Questions:
- Who was Oedipus?
- What is a tragedy?
- What is a tragic hero?
- What is the difference between free will and predestination?
- What is irony and how does it present itself in *Oedipus Rex*?

- Who was Freud?
- What are the id, ego, and superego? How do they relate to literature?
- What is the Iceberg Theory?
- How can theory be applied to literature to help interpretation?
- Who were the Greek gods and what purpose did Greek gods serve through myths?
- How do characters represent parts of the Self?

Enduring Understandings:
- Students will understand Freud's psychological studies produced the revolutionary concepts of the Id, Ego, and Superego and the repressed unconscious. These ideas can be applied to literature to uncover layers of meaning.
- Students will understand that characters' struggles reflect the impulses and the conflicts people wrestle with every day and can serve as projections of the self.
- Students will understand that different theories or criticisms (Freudian and Jungian/Campbell) can be used to examine the same text, thereby producing new levels and types of understanding.
- Students will understand that irony is used in literature to create tension, suspense, or humor

OEDIPUS REX AND THE TRAGIC HERO	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies **(Knowledge/Comprehension)**	**Tier 1 CPIs:** **L.11-12.6.** **SL.11-12.1.D**
- Students will define the following terms: Irony, Tragedy, Tragic Hero Free Will, Predestination. - Students will watch Crash Course's video on Oedipus Rex and take notes on the history of Greek theater. They will also read and/or perform Sophocles' play *Oedipus Rex* (abridged or unabridged). Students will discuss themes of irony and free will. They can also draw on their knowledge of heroes (from Units 2 and 3) and discuss Oedipus as a tragic hero.	Tier 1 Resources/Materials: *Oedipus Rex*, Sophocles (Abridged and/or Unabridged) "Fate, Family, and Oedipus Rex: Crash Course Literature 202" - https://www.youtube.com/watch?v=dMD18ZF0MLo
Tier 2 Activities/Strategies **(Application/Analysis)**	**Tier 2 CPIs:** **SL.11-12.1.** **W.11-12.1.**

● Students will practice persuasion skills and debate Oedipus' autonomy. The class will be split into two groups and answer the question "Did Oedipus exercise free will or was he fated for tragedy?" Students will cite specific examples from the text to support their claims and will present their arguments in an officially formatted debate.	Tier 2 Resources/Materials: ● "Oedipus the King" – Thug Notes https://www.youtube.com/watch?v=dMD18ZF0MLo
Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **W.11-12.1.** **W.11-12.6.** **W.11-12.7.**
● Students will peer-assess the debate with a rubric detailing decorum, formatting, quality of argumentation, and refutations. ● Students will also write short responses considering and supporting the alternate argument (those who debated that Oedipus exhibited free will will argue the opposite and vis versa).	Tier 3 Resources/Materials: ● Rubric
STUDENT WORK PRODUCTS/ ASSESSMENTS: Projects including an Oedipus Debate, Writing assignments including debate preparation and rough drafts, vocabulary tests and reading comp quizzes	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Computers for watching video clips and notes, and writing tasks.

FREUD AND PSYCHOANALYSIS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies **(Knowledge/Comprehension)**	**Tier 1 CPIs:** **L.11-12.6.** **RL.11-12.1.**
● Students will define the following terms: Iceberg Theory, Id, Ego, Superego, Unconscious, Oedipus Complex, Pantheon ● Students will read excerpts from Freud in class and supplement their reading and understanding with the bookcaps.com overviews and summaries. They will take notes and annotate their readings as well. Students will watch videos on the id,	Tier 1 Resources/Materials: ● "Id, Ego, and Superego," *Sigmund Freud: In Plain and Simple English* www.bookcaps.com ● "Theory of the Unconscious," *Sigmund Freud: In Plain and Simple English* www.bookcaps.com ● "The Ego and the Id," Sigmund Freud

ego, and superego to help support their understanding of these concepts. ● Students will discuss Freud's theory and how it can apply to literature or literary characters. They will look back on *Oedipus Rex* and see how Freud's writing and the play relate to one another.	
Tier 2 Activities/Strategies **(Application/Analysis)**	**Tier 2 CPIs:** **RL.11-12.5.** **RL.11-12.7.**
● Students will use Freud's reading of *Oedipus Rex* as a model and imitate his critical approach on other Greek texts. Students will break into groups of three and choose one of the provided texts (Narcissus and Echo, Tereus and Philomela, or Pygmalion) and complete a character chart (aligned with Freud's Id, Ego, and Superego). ● Groups will pinpoint the climax of the story and rewrite the id/ego/superego conflict as a short play in modern language (in the style of the devil and angel on a character's shoulders). They can also create Greek theatrical masks, decorated as each of the characters, for the purposes of their performance.	Tier 2 Resources/Materials: ● "Psychology Final – Id, Ego, and Superego" - https://www.youtube.com/watch?v=dTNVlh4mjLQ ● "Id, Ego, and Superego" - https://www.youtube.com/watch?v=Mkin1FhojCo ● "The Myth of Pygmalion," *The Metamorphoses*. Ovid ● "The Myth of Tereus and Philomela," *The Metamorphoses*. Ovid ● "The Myth of Narcissus and Echo," *The Metamorphoses*. Ovid
Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **SL.11-12.2.** **SL.11-12.4** **SL.11-12.5.** **SL.11-12.6.**
● Groups will participate in a performance of their modern interpretations in front of the class. Students can peer-assess through a written rubric as well as provide immediate feedback with a gladiator-style thumbs up, thumbs down, or thumbs sideways response.	Tier 3 Resources/Materials: ● Rubric

STUDENT WORK PRODUCTS/ ASSESSMENTS: Projects including Greek Myth Rewrite and Theater, Writing assignments including story annotation and summary of Freud's theories	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for watching video and writing tasks

<table>
<tr><td colspan="1" align="center">**Unit 4:**
Asian Literature and New Historicism</td></tr>
</table>

21ˢᵗ Century Themes and Skills:
Themes: Global Awareness, Civic Literacy
Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21ˢᵗ Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9
NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1
Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

Approximate Time Frame: 3-4 weeks

Big Ideas:
- Power/Truth,
- Historical Criticism,
- Responsibility of a Ruler,
- Chinese culture,
- Research Writing

Essential Questions:
- What is New Historicism?
- What influence does an author's or society's history have on a text?
- Is it important to ground a text in facts?
- What is Foucault and New Historicism's perspective on history/histories?
- What is the relationship between power and "truth"?
- Who was Confucius?
- What are The Analects?
- What is Confucianism's stance regarding governance? How should a ruler behave and interact with his people?

Enduring Understandings:
- Students will understand that history is not a direct timeline of static and separate events but rather a web of interconnected exertions of power that influence people, governments, art, philosophy, etc.
- Students will understand that by looking at the historical background of a text and its author, readers can better understand both the influences that brought the text about and the impact the text made.
- Students will understand that Asian literature, particularly Confucius' *Analects,* have shaped the way governments view governance and the moral responsibility of a leader.
- Students will understand that texts have the power to incite people and cause social unrest and sometimes, this power poses such a threat to established governments that texts are banned, burned, or devalued

FOUCAULT AND NEW HISTORICISM	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	**Tier 1 CPIs:** **RL.9-10.1.** **L.11-12.6.**
- Students will define the following terms: subjective, objective, textuality, power relations. - Students will read Smarr's introduction to New Historicism and the excerpt from the Bedford Glossary. They will discuss why knowledge of a person or society's history is important to understanding a text. Students will annotate these readings and take notes on a Historicism powerpoint	Tier 1 Resources/Materials: "Introduction," Janet Levarie Smarr. *Historical Criticism and the Challenge of Theory* "Definition of the New Historicism," Ross Murfin and Supryia M. Ray. *The Bedford Glossary of Critical and Literary Terms*
Tier 2 Activities/Strategies (Application/Analysis)	**Tier 2 CPIs:** **L.11-12.6** **W.11-12.4**
Students will write down 5-10 words they would use to describe society/the world and they will write down 3-5 major cultural events that influenced or impacted them (ex. 9/11, Invention of Twitter, Obama's election). Students will then ask 3-5 adults for descriptor words and influential cultural/world events from their lives.	Tier 2 Resources/Materials: Terms List

Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.11-12.6. W.11-12.8.
● Students will create small posters documenting their own perspectives and the data they gathered through their interviews. They will present their findings to the class along with personal analysis. The class will then discuss the differences between their generation's (or race's or social status') perspective and those of the adults they interviewed. ● Students will also write short responses discussing the way this exercise showed the connection between a person's personal history and his/her outlook or thoughts.	Tier 3 Resources/Materials: ● Poster Material/Digital poster website ● Paper/Docs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Vocabulary terms, posters, short responses	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Digital posters

CONFUCIUS AND THE QIN DYNASTY	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: SL.11-12.1 RL.11-12.7.
● Students will read excerpts from "Chapter 7: Michel Foucault" and annotate the shortened pieces. They will discuss how Foucault's theory of power-driven "truth" can complicate what we consider linear or "true" history and why it is important to imagine history from various perspectives. ● Students will define the following terms: Confucianism, Legalism, dynasty ● Students will watch background videos on Confucius and Confucianism before reading excerpts from the *Analects*. Students will discuss what Confucius' main beliefs, especially	Tier 1 Resources/Materials: ● "Chapter 7: Michel Foucault: How Power Affects our View of Truth." ● Confucius, *The Analects* ● Videos of novels: https://www.youtube.com/watch?v=Ximqppmkfc4 ● https://www.youtube.com/watch?v=lDHRHBxONlo ● http://www.history-of-china.com/qin-dynasty/index.html ● http://www.sjsu.edu/faculty/watkins/warringstates.htm

concerning governance and the role of a king, were and how that might have affected his society.	
Tier 2 Activities/Strategies (Application/Analysis)	**Tier 2 CPIs:** **RL.11-12.3.** **SL.11-12.2.** **W.11-12.7.**
● Students will pull character descriptions out of a hat (greedy overlord, second son, quiet farmer, timid ruler etc) and will turn their attention back to *The Analects*. They will then, from the perspective of their character, write a letter expressing their views on the text. They will "send" the letter to another student. Students should adopt the speaker's voice and hypothesize whether he/she would respond positively or negatively to Confucius' writing. They should cite or reference specific passages of the text to support their reading. ● Alternate assignment: Students can use the webquest link provided below to research the Qin dynasty. Using the information they discover, students will write a research paper on the Qin dynasty and its relationship to Confucius' teachings. Students should hypothesize why the Qin dynasty outlawed Confucianism and destroyed versions of *The Analects*.	Tier 2 Resources/Materials: ● Confucius, *The Analects* ● *Letters on paper or docs* ● *Webquest-* https://sites.google.com/site/humanitiesancientchinawebquest/introduction/directions/task-one/chin-or-qin-dynasty
Tier 3 Activities/Strategies (Synthesis/Evaluation)	**Tier 3 CPIs:** **W.11-12.3.** **RL.11-12.1.**
● Each student will receive a classmate's letter. They will read their peer's writing and write a letter in response. Depending on their characters, students will be in agreement about the text or will debate it's prescriptions for society. Both students should reference specific and relevant parts of the text. The two letters will be submitted to the teacher for grading.	Tier 3 Resources/Materials: ● Letters

STUDENT WORK PRODUCTS/ ASSESSMENTS: Letter written from the perspective of a character, webquest, term definitions, discussion	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Webquest activity online

Unit 5:
Unit 5: **Sir Gawain and Theory Application**

21ˢᵗ Century Themes and Skills:
Themes: Global Awareness, Civic Literacy
Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21ˢᵗ Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

Approximate Time Frame: 3-4 weeks

Big Ideas:
- Theory/Criticism Application,
- Poetic Devices,
- Close Reading,
- Middle Ages Literature

Essential Questions:
● What is "Sir Gawain and the Green Knight?"
● What were the Middle Ages like in England?
● What was chivalry?
● What is some of the folklore and history involving King Arthur?
● What are common poetic devices and how can we recognize them?
● What are good close-reading habits?
● How do you apply a critical theory to a text?

Enduring Understandings:
- Students will understand that readers can approach the same text from different perspectives and take away a new and varied understandings.
- Students will understand that in addition to plot or character descriptors, poetry employs poetic devices such as alliteration, rhyme, personification, etc. to enhance the diction and art of the piece.
- Students will understand that poetic devices beautify a text as well as draw readers' attention to certain important thematic elements.
- Students will understand that underlining, highlighting and note-taking are good reading habits that help promote understanding as well as written analysis.

SIR GAWAIN AND THE GREEN KNIGHT	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies **(Knowledge/Comprehension)**	**Tier 1 CPIs:** **W.11-12.7.** **SL.11-12.1.**
- Students will define the following terms: chivalry, romance, chastity, alliterative verse, bob and wheel - Students will take notes on Sir Gawain powerpoint to familiarize themselves with characters, themes, and historical background. They will then read an excerpted version of Sir Gawain with emphasis on close reading and annotation. - Students will also watch the BBC documentary about the poem for background information and a better sense of setting. Students will complete a questionnaire that accompanies the documentary.	Tier 1 Resources/Materials: "Sir Gawain and the Green Knight" Pearl Poet - Videos of novels - Internet Resources: - BBCFour Documentary - https://www.youtube.com/watch?v=74glI1lg1CQ - Note taking sheet
Tier 2 Activities/Strategies **(Application/Analysis)**	**Tier 2 CPIs:** **W.11-12.7.** **RL.11-12.7.**
Students will draw on their knowledge of the three theories discussed throughout the class (Archetypalism, Psychoanalysis, and New Historicism). They will choose one of the three and apply it to the poem "Sir Gawain and the Green Knight." In an essay, students will either 1. Analyze Sir Gawain in terms of	Tier 2 Resources/Materials: Essay outline

Campbell's Heroic Journey, 2. Apply Freud's Psychoanalysis to the hunt/bedroom scenes or determine Gawain's id/ego/superego conflict, 3. Research the history of Arthurian England and highlight the cultural context that produced a character like Sir Gawain.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	**Tier 3 CPIs: W.11-12.2**
● Students will practice good essay writing strategies by producing notecards, compiling research, and composing drafts. Notecards, outlines and research will be viewed and checked off by the teacher while first drafts will be peer-edited with a detailed rubric as the students' guides. ● Final draft will be submitted to the teacher.	Tier 3 Resources/Materials: ● Notcards ● Outlines
STUDENT WORK PRODUCTS/ ASSESSMENTS: Vocabulary Test and Reading Comprehension Quizzes, Sir Gawain Documentary Questionnaire, Journal Responses, Comprehensive Theory/Text Essay	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Computers for writing drafts and outlines, and watching video clips

Differentiation/Accommodations/Modifications			
Gifted and Talented	**English Language Learners**	**Students with Disabilities**	**Students at Risk of School Failure**
(content, process, product and learning environment) **Extension Activities** Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Use of Higher Level Questioning Techniques Provide assessments that require higher level thinking Varied Lexile levels of reading Increased production in writing assignments Substituting written texts with project based learning	**Modifications for Classroom** Literature-Centered Language Development chapter. **Instructional Supports:** Hands-on materials -bilingual dictionaries -visual aids -teacher made adaptations, outlines, study guides -varied leveled texts of the same content **Modifications for Homework/ Assignments** **Preparing students for the lesson:** • Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.	*(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)* **Modifications for Classroom** Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments.	**Modifications for Classroom** Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments.

Varying time requirements to complete assignments
 	
Student-directed learning/ independent studies
 	
Extension Activities
 	
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
 	
Exploration of art and/or artists to understand society and history.
 	
Use of Higher Level Questioning Techniques
 	
Provide assessments that require higher level thinking
 	
Flexible Grouping:
 	
http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy
 	
Jigsaw Activities:
 	
http://www.adlit.org/strategies/22371/
	• Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
	
	• Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in English.
	
	• Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses.
	
	• Giving Directions-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc
	
	Presenting the Lesson
	
	• Use multiple strategies and varied instructional tools to increase the
		Student may request books on tape / CD / digital media, as available and Varied Lexile levels of reading
		  ● Increased production in writing assignments
		  ● Substituting written texts with project based learning
		  ● Varying time requirements to complete assignments
		
		Student-directed learning/ independent studies appropriate.
		
		Assign a peer helper in the class setting
		
		Provide oral reminders and check student work during independent work time
		
		Assist student with long and short term planning of assignments
		
		Provide regular parent/ school communication
		
		Teachers will check/sign student agenda daily
		
		Modifications for Homework and Assignments
			Establish expectations for correct spelling on assignments.
			
			Extra textbooks for home.
			
			Student may request books on tape / CD / digital media, as available and appropriate.
			
			Assign a peer helper in the class setting
			
			Provide oral reminders and check student work during independent work time
			
			Assist student with long and short term planning of assignments
			
			Encourage student to proofread assignments and tests
			
			Provide regular parent/ school communication
			
			Teachers will check/sign student agenda daily
			
			Student requires use of other assistive technology device

opportunities for students to develop meaningful connections between content and the language used in instruction. • Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication. • Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance. • Utilize a "reverse chronology" approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful. **Modified Assignments** Native Language Translation (peer, online assistive technology,	Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments. **Modifications for Assessments** Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions	**Modifications for Homework and Assignments** Extended time to complete assignments. Provide the student with clearly stated (written) expectations and grading criteria for assignments. **Modifications for Assessments** Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.

	translation device, bilingual dictionary)		
	Extended time for assignment completion as needed		
	Highlight key vocabulary		
	Use graphic organizers		
	Additional Resources		
	CanDo Descriptors - https://www.wida.us/standards/CAN_DOs/		
	Colorin Colorado - http://www.colorincolorado.org/educators/		
	WIDA - https://www.wida.us/		