

ELA World Literature 2

CURRICULUM GUIDE

2019-2020

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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 2
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)	<i>Canterbury Tales</i> by Chaucer, <i>Twelfth Night</i> by Shakespeare. <i>Othello</i> by Shakespeare, <i>1984</i> by George Orwell, <i>A Modest Proposal</i> by Johnathon Swift, <i>The Kite Runner</i> by Khaled Hosseini. 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	<p>Students completing World Literature 2 will develop the following 21st Century Skills and Themes:</p> <p>Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy <p>Skills:</p> <p><u>Learning and Innovation Skills</u></p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> - Think creatively, work creatively with others <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> - Reason effectively, use systems thinking, make judgements and decisions, solve problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> - Communicate clearly, collaborate with others <p><u>Information, Media and Technology Skills</u></p> <p>Information Literacy</p> <ul style="list-style-type: none"> - Access and evaluate information, use and manage information <p>Media Literacy</p> <ul style="list-style-type: none"> - Analyze media products <p>ICT Literacy</p> <ul style="list-style-type: none"> - Apply technology effectively

	<p><u>Life and Career Skills</u></p> <p><u>Flexibility and Adaptability</u></p> <ul style="list-style-type: none"> - 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 <p><u>Initiative and Self-Direction</u></p> <ul style="list-style-type: none"> - Manage goals and time, work independently, be self-directed learners <p><u>Social and Cross-Cultural Skills</u></p> <ul style="list-style-type: none"> - Interact effectively with others, work effectively in diverse teams <p><u>Productivity and Accountability</u></p> <ul style="list-style-type: none"> - Manage projects and produce results <p><u>Leadership and Responsibility</u></p> <ul style="list-style-type: none"> - Guide and lead others, be responsible to others
<p>Career Readiness Practices and Standards</p>	<p>Students completing World Literature 2 will develop the following Career Readiness Practices and Standards:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals.</p> <p>9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>

	<p>9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>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.</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</p>	<p>Upon completion of World Literature 2, students will have developed the following NJSLS Technology Standards:</p> <p>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</p> <p>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</p> <p>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</p> <p>8.1.12.F.1 – Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and social needs</p>
<p>New Jersey Student Learning Standards (NJSLS)</p>	<p><i>Reading Literature</i></p> <p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>Craft and Structure</p> <p>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.)</p>

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.

	<p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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.</p> <p>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).</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p>	
Pacing Guide	Unit	Timeframe
	1. Chaucer and Feminist Theory	4-5 weeks
	2. Shakespeare and Feminist/Gender Theory	4-5 weeks
	3. Marxism and <i>1984</i>	4-5 weeks
	4. <i>The Kite Runner</i> and Application	4-5 weeks
Resource	<p>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.</p>	
Benchmark Assessments	<p>All students take standardized midterms and finals. Other assessments are indicated throughout the units of study.</p>	

**Unit 1:
Chaucer and Feminist Theory**

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: 4-5 weeks

Big Ideas:

- Feminism,
- Feminist Criticism,
- Canterbury Tales,
- Patriarchy

Essential Questions:

- What is Feminism?
- Who was Simone de Beauvoir?
- What is Feminist Theory?
- What is an Other?
- What is Patriarchy? And where do women fit in it?
- How do we “read” texts and films with through a Feminist lens?
- How are male and female roles defined?
- What is gender? What is “femininity?”
- Who was Geoffrey Chaucer?
- What is “The Canterbury Tales?”
- What is a frame narrative structure?
- What is irony? What is satire?

- How can a feminist lens be applied to a text like “The Canterbury Tales?”
- Who is the Wife of Bath?

Enduring Understandings:

- Feminism is a political, social, and theoretical tradition that has a rich history of thought and activism. It’s basic precepts provide a lens of analysis that cast light on women’s roles and regulations in literature as well as women’s voice (or lack thereof) in the creative sphere.
- Patriarchy, or male authority, permeates much of the literature students encounter (as well as the films and shows they watch, the music they listen to, and the advertisements they see) and recognizing its presence helps understand new layers of meaning.
- Femininity and the definition of “woman” – as well as masculinity and the definition of “man” – are constructs that change over time.
- Although a modern theory, feminism can be used in readings of older texts to shine light on women’s conditions as well as social hierarchies and gender relations.

CHAUCER’S GENERAL PROLOGUE	RELEVANT RESOURCES/MATERIALS/CPIs
<p style="text-align: center;">Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p style="text-align: center;">Tier 1 CPIs: L.11-12.4. L.11-12.5. L.11-12.6.</p>
<ul style="list-style-type: none"> • Students will define the following terms: Feudalism, Three Estates, The Black Plague, Pilgrimage, Frame Story, Indirect Characterization, Irony, Satire • Students will take notes on “The Canterbury Tales” and Chaucer’s background before reading “The General Prologue” of the poem. Students will discuss characters’ physiognomies and how their appearances reflect their moral value. Students will pay particular attention to social status, gender, and moral conduct. 	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> • “The Canterbury Tales: The General Prologue” • “The Canterbury Tales: The Miller’s Tale”
<p style="text-align: center;">Tier 2 Activities/Strategies (Application/Analysis)</p>	<p style="text-align: center;">Tier 2 CPIs: RL.11-12.3. SL.11-12.1. SL.11-12.2.</p>

<ul style="list-style-type: none"> • Students will split into groups and take responsibility for one of the main characters in Chaucer’s Prologue. Groups will break their character down by physical appearance, social status, gender, reason for attending the pilgrimage, job, travel partners, spot in prologue order. Students should also be able to determine the narrator’s feelings toward the character (is he sarcastic/ironic/admiring?). Groups will create a poster with this information and a drawing of the character. • Students should use online resources for guidance, research, and support. 	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> • Poster materials
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: SL.11-12.4
<ul style="list-style-type: none"> • Students will take on the role of teacher and present their posters to the class. Students should be encouraged to submit a creative aspect to this project (a rap, a travel collage, travel post cards, etc.). Presentations should be clear, focused, and thorough. Their classmates will peer-grade in accordance with a detailed rubric. • After all presentations are complete, students will be responsible for writing a blog entry about their least or most favorite pilgrim, providing reasons and evidence for their choice. 	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> • Blog
STUDENT WORK PRODUCTS/ ASSESSMENTS:	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:

FEMINIST THEORY AND THE WIFE OF BATH’S TALE	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: L.11-12.4. L.11-12.5.

	L.11-12.6.
<ul style="list-style-type: none"> • Students will define the following terms: Patriarchy, Feminism, Other, Gender, Misogyny, Ideology, Femininity • Students will read excerpts from Simone de Beauvoir’s “Second Sex” and try to answer her question “what is a woman?” through class discussion. Her reading should provide a jumping off point for discourse on femininity, expectations for women, and “othering.” • Students will take notes on feminism and watch a feminist reading of Disney Princesses to see the lens in practice. 	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> • “Feminist Criticism” – Allen Brizee, J. Case Tompkins • “Woman as Other” – <i>The Second Sex</i>, Simone de Beauvoir • “Team Five: Feminist Film Theory and Disney Princesses” - https://www.youtube.com/watch?v=fEfJtcfppZw
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: SL.11-12.1 SL.11-12.5
<ul style="list-style-type: none"> • Students will read the “Wife of Bath’s Tale” from Chaucer’s <i>Canterbury Tales</i> and practice close reading with emphasis on a feminist critical perspective. Students will pay close attention to the female characters in the story and their relations to men. • Students will then read Michael Carosone’s essay “Geoffrey Chaucer: Feminist or Not?” They will notice that he provides evidence that supports three sides of this debate. Students will choose which of these arguments they agree with most, based on their own reading and personal analysis. They will then write short essays in support of one of the three arguments. 	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> • “Geoffrey Chaucer: Feminist or Not?” – Michael Carosone • “The Canterbury Tales: The Wife of Bath’s Tale”
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.11-12.1 W.11-12.4 W.11-12.5 W.11-12.6.
<ul style="list-style-type: none"> • Students will create rough drafts of their essays and practice peer-editing. Classmates will grade each other’s work, basing their assessment on a detailed rubric. Students will receive their 	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> • Docs/Paper

work and their edits before creating a final draft, which will be submitted to the teacher.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Essay drafts	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers to watch videos, do research, and type essays

Unit 2:
Shakespeare and Feminist/Gender Theory

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: 4-5 weeks

Big Ideas:

- Gender Performativity,
- Masculinity/Femininity,
- Elizabethan Theater,
- Shakespeare,
- Othering

Essential Questions:

- What are some typical female archetypes? Do these limit women roles in literature?
- Do literary female archetypes have an effect on women in real life?
- What is the “feminine mystery?” Is it real, according to Beauvoir?
- Who is Judith Butler?
- What does it mean to “perform gender?” What does that mean about terms like masculine and feminine?
- What was theater like during Elizabethan times?
- Who was William Shakespeare?
- How do issues of gender play out in Shakespeare’s “Twelfth Night?”
- What kinds of female archetypes come to light in Shakespeare’s “Othello?”
- How do the actions of characters in “Othello” help define “manhood” and “womanhood?” What are these definitions?

Enduring Understandings:

- According to feminist readers, literature provides few archetypal possibilities for female characters. In their view, these characters are a result of patriarchal ideas and agendas.
- Gender (like class, education, racial identities) is composed of a series of actions, attitudes, and appearances. As a result, it can be “performed” or acted out by anyone. This allows for infinite interpretative possibilities in both literature and everyday life.
- Theater was an important aspect of life during Elizabethan times and was a major source of news, politics, history, and entertainment.
- William Shakespeare was one of the most prolific and enduring playwrights in history. His plays are still popular today and are rich with interpretative potentialities.
- Feminist theories help reveal society’s gender expectations and status of women at the time of the work’s publication.

JUDITH BUTLER AND <i>TWELFTH NIGHT</i>	RELEVANT RESOURCES/MATERIALS/CPIs
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 CPIs: L.11-12.4. L.11-12.5. L.11-12.6.</p>
<ul style="list-style-type: none"> ● Students will define the following terms: Gender, Masculinity, Femininity, Performative ● Students will watch videos by Judith Butler, Jackson Katz and others to understand the constructs of gender in today’s society. They will discuss Butler’s concept of performing gender and note the ways in which gender is “taught” through social outlets like movies, music, and television. ● Class will take notes on Elizabethan theater and Shakespeare. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> ● “A Succinct Summary of Judith Butler’s Performative Acts” – Sarahmrow ● Judith Butler - Basic Overview of gender performativity https://www.youtube.com/watch?v=Bo7o2LYATDc ● #like a girl Commercial - https://www.youtube.com/watch?v=XjJQBjWYDTs ● “How the Media Failed Women in 2013” - https://www.youtube.com/watch?v=NswJ4kO9uHc ● “Tough Guise: Violence, Media and Crisis in Masculinity” https://www.youtube.com/watch?v=E6es_ByyZHE (0:00 - 4:29) ● “Sexism, Strength, and Dominance in Disney Movies” - https://www.youtube.com/watch?v=8CWMct35oFY

<p style="text-align: center;">Tier 2 Activities/Strategies (Application/Analysis)</p>	<p style="text-align: center;">Tier 2 CPIs: RL.11-12.5. SL.11-12.2.</p>
<ul style="list-style-type: none"> ● Students can brainstorm and categorize behaviors they think or have been taught belong to one gender or another. They will chart these on a graph in the classroom. Students can create their own #likeagirl videos by asking peers around the school to perform actions “like a girl” or “like a boy” to see whether gender stereotypes are pervasive. ● Class will read and/or act out Shakespeare’s <i>Twelfth Night</i> with emphasis on gender performance. Students will annotate gender behaviors or expectations from Shakespeare’s time (as exemplified in the play) and add these to their “modern expectations” graphs. 	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● <i>The Twelfth Night</i> – William Shakespeare ● Graph/Chart
<p style="text-align: center;">Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p style="text-align: center;">Tier 3 CPIs: L.11-12.3. W.11-12.8. W.11-12.6</p>
<ul style="list-style-type: none"> ● Students will examine the “expectations” chart and note the differences and similarities between then and now for gender. Students will blog about their findings and note at least one similarity or difference they found interesting/surprising. They can also choose to write about the #likeagirl project and discuss what they learned through discussions with classmates and peers. 	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● Chart ● Paper/Docs
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS: Blog posts. Writing tasks, definitions list</p>	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for charting, note-taking, and blogging. History during the 15th-16th century.</p>
<p style="text-align: center;"><i>OTHELLO</i> AND FEMINIST THEORY</p>	<p style="text-align: center;">RELEVANT RESOURCES/MATERIALS/CPIs</p>

<p style="text-align: center;">Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p style="text-align: center;">Tier 1 CPIs: L.11-12.4. L.11-12.5. L.11-12.6.</p>
<ul style="list-style-type: none"> ● Students will define the following terms: Archetype, Master/Slave Dialectic, femme fatale, feminine mystery. ● Students will read and annotate an excerpt of Simone de Beauvoir’s “Second Sex” regarding female archetypes. The class will discuss Beauvoir’s stance on the “feminine mystery” and how she thinks it should be combated. They’ll also chart some of the archetypes she lists and any others they can come up with. 	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● “Second Sex” Simone de Beauvoir ● Manhood/Womanhood in Othello ● “The Role of Women in Othello” – literary-articles.com
<p style="text-align: center;">Tier 2 Activities/Strategies (Application/Analysis)</p>	<p style="text-align: center;">Tier 2 CPIs: RL.11-12.7. RI.11-12.7. I</p>
<ul style="list-style-type: none"> ● Students will read and/or act out Shakespeare’s <i>Othello</i>, paying particular attention to the social standards that define how men and women must behave and how these standards influence the tragic events of the play. Supplementary documents will help guide class discussion. ● As students read and take notes, they will blog about interesting plot details, changes in character’s behavior, and examples of patriarchal constraints (on both male and female characters). 	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● <i>Othello</i> – William Shakespeare ● Note taking sheets
<p style="text-align: center;">Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p style="text-align: center;">Tier 3 CPIs: W.11-12.5. W.11-12.2. W.11-12.6.</p>

<ul style="list-style-type: none"> ● Students will choose one of the following topics (or any other that the teacher provides) and write a well-supported and crafted paper: Compare and contrast the female characters in <i>Othello</i> and discuss the archetypes they represent; analyze Othello’s murder of Desdemona as the result of social expectations on men; dispute the claim that women have no power in the play and highlight examples of women exerting influence; distinguish the ways Shakespeare’s <i>Twelfth Night</i> supports Judith Butler’s concept of constructed masculinity. ● Students will submit thesis statements, research notecards, and essay maps prior to submission of the final paper. Classmates will peer edit, with a detailed rubric as their guide, prior to the final due date as well. 	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● Thesis statement templates ● Notecards ● Outlines
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS: Definitions, blog, notecards, paper drafts</p>	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Blogs and paper drafting on the computer</p>

**Unit 3:
Marxism and 1984**

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: 4-5 weeks

Big Ideas:

- Class,
- Class Struggles,
- Marxism,
- Satire,
- Irony,
- “Big Brother”

Essential Questions:

- What is social class? How do we define it today?
- Who are the bourgeoisie historically? Who are the proletariat?
- How does Capitalism create these distinctions?
- Who was Karl Marx?
- What were Marx’s theories regarding Capitalism, the bourgeoisie, and the proletariat?
- How do his ideas relate to literature?

- What is satire? What is irony?
- Who was Johnathon Swift?
- How does *A Modest Proposal* handle the problem of class inequality?
- How does satire work to enact social change?
- Who was George Orwell?
- How does *1984* depict class struggles?
- Who is “Big Brother?” How does he enforce society’s rules?
- What does it mean to rewrite history?

Enduring Understandings:

- Karl Marx’s theories concerning social class and the struggles that create them have had – and continue to have – lasting governmental, political, social and literary effects.
- Marxist criticism can provide a lens for understanding literature that draws the reader’s attention to class struggles, economic differences, and social revolutions.
- Satire or satirical elements can jar readers into interacting with ideas in a new or fresh way.
- George Orwell created the concept of “Big Brother,” which has remained in the public consciousness and has become a symbol for overbearing and totalitarian governments.
- A wider vocabulary allows for more complete and clearer expression.

JOHNATHON SWIFT AND <i>A MODEST PROPOSAL</i>	RELEVANT RESOURCES/MATERIALS/CPIs
<p style="text-align: center;">Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p style="text-align: center;">Tier 1 CPIs: L.11-12.4 L.11-12.5 L.11-12.6</p>
<ul style="list-style-type: none"> • Students will define the following terms: Satire, Irony, Commodity, Poverty, Augustan Era, Sarcasm, Hyperbole • Students will take notes on Johnathan Swift’s <i>A Modest Proposal</i> and the elements of Satire. They will then read Swift’s proposal and discuss themes of poverty, commodification, and class. Students will also discuss Swift’s personal views on the subject vs. the voice of the narrator. 	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> • <i>A Modest Proposal</i> by Johnathon Swift • YoStrick9 “A Modest Proposal” https://www.youtube.com/watch?v=Yf0LH8FtHAc

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: W.11-12.8 W.11-12.4.
<ul style="list-style-type: none"> Students will map out <i>A Modest Proposal</i> by each paragraph and note the course of his piece. They will use his proposal as a model for their own writing. Students will choose a social ill they see as important to today's society or they can focus only on a cure for economic differences, and they will write their own <i>Modest Proposals</i>. Students should focus on crafting their own ironic voice and creating an outrageous, hyperbolic satire in response to their specific social ill. 	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> Overview of <i>A Modest Proposal</i>
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.11-12.4. W.11-12.6
<ul style="list-style-type: none"> Students will create shortened versions of their proposals as powerpoints and will present them to the class. If students feel like producing a more involved project, they can turn their presentation into a type of infomercial, film it, and air it in the classroom. The videos can then be uploaded to the class' blog. For reflection, students will write a short blog post in which they decide which classmate was most convincing, successful, or interesting. 	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> PowerPoint/Google Slides Blogs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Personal proposal writing pieces/projects.	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for reading, research, creating a project, and writing tasks.

MARX AND CLASS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: L.11-12.4. L.11-12.5. L.11-12.6.

<ul style="list-style-type: none"> ● Students will define the following terms: Bourgeoisie, Ideology, Proletariat, Capitalism, Production, Objectification, Socialism ● Students will watch excerpts from John Green’s “Capitalism and Socialism: Crash Course” to grasp a basic understanding of Marxist economics. They will then read the short piece “The Bourgeoisie and the Proletarians” by Marx. Students will discuss the ways Marx describes the relationship between the two “parties” and they will look for real-life examples. 	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● John Green “Capitalism and Socialism: Crash Course” https://www.youtube.com/watch?v=B3u4EFTwprM ● “The Bourgeoisie and the Proletarians” by Marx ● <i>The Communist Manifesto</i> – Karl Marx and Frederick Engels
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 CPIs: RI.11-12.7 9.1.12.A.3</p>
<ul style="list-style-type: none"> ● Students will read the excerpt from Paul Fussell’s “Class,” where he describes class as something <i>other</i> than income alone. Unlike Marx, Fussell believes there are close to nine tiers of class and that class distinction goes beyond worker/owner dialectics in the United States. ● To reinforce, students will complete a project that beings when they pick class distinctions out of a hat. The students will then create collages that depict what life might be like for a person of that class (images may include schools/universities, jobs, homes, cars, vacations, food, clothing, etc.). 	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● Paul Fussell’s “Class” ● Collage material
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 CPIs: RI.11-12.8.</p>
<ul style="list-style-type: none"> ● Students will leave their collages unlabeled and submit them together. The class will then go through and try to guess and organize the class each collage represents. Students should construct an organized and labeled (Fussell’s 9 and Marx’s 2 classes) graph, chart, or wall-map on which to place the collages. Students will see whether they can depict and “read” subtle and more obvious class differences. 	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● Graph or chart paper

<ul style="list-style-type: none"> Students will reflect on the activity in blog posts and explain which distinctions were easy to recognize, which were hard, whether they made any mistakes in the process or what the project made them realize about class. 	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Blog posts, collage project, definitions	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing tasks, research, and projects. History of Marxism and feminism.

<i>1984</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: L.11-12.4. L.11-12.5 L.11-12.6
<ul style="list-style-type: none"> Students will define the following terms: newspeak, historical revisionism, Proles, Big Brother, thoughtcrime, Inner Party, Outer Party. Students will take notes on Marxist Critical Theory powerpoint and discuss what signs, characters, or motifs they should look for when reading with this lens. They will begin reading Orwell's <i>Nineteen Eighty-Four</i>, paying particular attention to the way classes are distinguished in the story. Students should look for parallels between the book and Marx's concepts of proletariat/bourgeoisie. 	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <i>Nineteen Eighty Four</i> – George Orwell
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: W.11-12.2.
<ul style="list-style-type: none"> To understand what newspeak does to the inhabitants of Oceania, students will experience a day with limited means of expression. The teacher will designate one week for students to complete the following assignment and will notify all staff beforehand. For 24 hours, students will only be allowed to 	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> Paper/Docs

<p>speak and write 10 words. Students should try their hardest to stick to these ten words only (in both speech, writing, and texting).</p> <ul style="list-style-type: none"> • Students will write an essay on one of the following prompts: <ul style="list-style-type: none"> - Outline the social/economic hierarchy in Oceania. How does this support the Party and its goals? Do you think Orwell’s writing supports Marx or refutes him? - Johnathon Swift’s <i>A Modest Proposal</i> was an obvious satire of Ireland’s economic strife. Could Orwell’s <i>1984</i> be a kind of satire as well? If so, what is he satirizing and how does he do it? If not, how would you classify Orwell’s novel and what is the purpose (beyond entertainment) does it serve? 	
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 CPIs: W.11-12.7. W.11-12.5.</p>
<ul style="list-style-type: none"> • Students will write short reflections or blog posts about their newspeak experience. They should discuss whether they were successful or failed (meaning they could not complete a day with only ten words), what was most difficult for them, how other people reacted to their silence, and if this affected the way they interacted with information/people. • Students will peer edit each other’s papers, using a detailed rubric as guidelines. They will offer each other suggestions/critiques before rewriting their rough drafts and submitting final copies to the teacher. 	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> • Docs/Blog
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:. Blog or essays, reflections, definitions, notes</p>	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for blogging, writing, and reading. History/background of Ireland.</p>

Unit 4:
The Kite Runner and 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: 4-5 weeks

Big Ideas:

- Theoretical application,
- Modern Middle East,
- Class structures,
- Class and gender dialectics,
- Discrimination and othering

Essential Questions:

- Where is Afghanistan?
- What is the culture like in Afghanistan? How is society structured?
- What is the role of men and women in Afghanistan?
- Can an inanimate object – like a country – be gendered?
- What influences these roles? Are they rigid?
- What kinds of resources can I use to find information on the internet?
- What does it mean to be an “outsider?”
- How does class create tension between characters?
- How do we use theory to help reveal meaning in texts?

- What are benefits of reading modern or contemporary literature?
- Is modern literature as meaningful or rich as classics? Which do you prefer?
- Will a person from Europe or Russia interact with a text about the Middle East differently than an American?
- Are there any parallels between Afghan culture and American culture?

Enduring Understandings:

- Afghanistan, the setting for Khaled Hosseini’s *The Kite Runner*, is a country with a rich and complex history and culture.
- Contemporary literature can be just as deep, theoretically, as “classic” literature and more accurately reflects the interests, fears, curiosities, and issues of today’s society.
- Any text can be read through various theoretical lenses and each approach offers new levels of meaning.
- Even though a culture may seem totally alien to our own, there are still threads of similarities that one can find.

THE KITE RUNNER WEBQUEST	RELEVANT RESOURCES/MATERIALS/CPIs
<p align="center">Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p align="center">Tier 1 CPIs: L.11-12.6. L.11-12.5 L.11-12.4</p>
<ul style="list-style-type: none"> ● Students will define the following terms: Coup, Occupation, Islam, Sunni, Shiite, Burqa, Tribes, Taliban, Pashtunwali ● Students will create KWL charts about Afghanistan. They will discuss what assumptions they bring to <i>The Kite Runner</i> as Americans and what they imagine life in the Middle East to be like. Teacher may choose to discuss concept of “Post-9/11” mentality. 	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● <i>The Kite Runner</i> by Khaled Hosseini ● <i>The Kite Runner</i> video
<p align="center">Tier 2 Activities/Strategies (Application/Analysis)</p>	<p align="center">Tier 2 CPIs: W.11-12.6. SL.11-12.1.D W.11-12.7.</p>
<ul style="list-style-type: none"> ● Students will receive the link to a <i>Kite Runner</i> webquest. The class will complete the research project and look up information regarding Afghan culture, food, geography, history, and society. 	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● TKR Webquest - http://zunal.com/process.php?w=144057

<ul style="list-style-type: none"> The teacher will split the class into five groups and assign each one a section of the webquest (History/Geography, Religion, Daily Life, Women, Tribal Relationships). The students will be responsible for creating a poster or some other visual aid that focuses on either the whole section or a specific topic within it (ex. An Afghan menu with pictures, a detailed map of the country, a chart of Afghan ethnic groups, a collage of Afghan women, a travel brochure or commercial etc.). This may prompt more detailed research than the webquest requires. 	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: SL.11-12.5. SL.11-12.4
<ul style="list-style-type: none"> Students will present their posters to the class and share any new or different information they gathered during their research. The visual aids will be hung up around the class to help students imagine the novel’s setting and culture. Students will write blog posts reflecting on their classmates' presentations. They should choose and write about one detail they learned through their own research or their peers’ that shocked, surprised, or interested them. 	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> Blog
STUDENT WORK PRODUCTS/ ASSESSMENTS: definitions, research projects, presentations, research logs	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for researching, writing, and blogging. History of certain regions in Afghanistan, the Taliban, and America’s relationship with other countries.

THE KITE RUNNER AND THEORY APPLICATION	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: SL.11-12.3. SL.11-12.1

<ul style="list-style-type: none"> • Students will begin reading <i>The Kite Runner</i>. As they progress through the story, students will be responsible for keeping character charts and should document any themes that stand out. • Class discussions should focus on the role of women, the definition of gender (specifically masculinity), familial bonds, and Afghanistan’s rich class structure. 	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> • <i>The Kite Runner</i> by Khaled Hosseini
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 CPIs: RL.11-12.1. RI.11-12.1</p>
<ul style="list-style-type: none"> • Students will be responsible for a longer, complex analytic paper. In it, students will choose one of the theories (feminist, gender, and Marxist) that was discussed in class, and they will apply it to <i>The Kite Runner</i>. They should draw from the secondary texts provided to them throughout the semester to help guide their reading. Students should also practice drawing quotes from the novel to support their readings. 	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> • <i>The Kite Runner</i> by Khaled Hosseini • Articles about Marxism and feminism
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 CPIs: W.11-12.5. W.11-12.9.</p>
<ul style="list-style-type: none"> • Students will create rough drafts and share them with classmates for peer editing. Their classmates will provide feedback with the use of a detailed rubric and a writer’s checklist. Students will also submit outlines and notecards to the teacher for review. • Students will then reorganize, revise, refine, and rewrite their drafts to make them suitable for submission. The best essays may be published on the teacher’s blog. 	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> • Paper/Docs • Rubric
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:. Discussion questions, analytical paper and drafts, peer editing forms</p>	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for essay drafts.</p>

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments that require higher level thinking</p> <p>Varied Lexile levels of reading</p> <p>Increased production in writing assignments</p> <p>Substituting written texts with project based learning</p>	<p>Modifications for Classroom</p> <p>Literature-Centered Language Development chapter.</p> <p>Instructional Supports:</p> <p>Hands-on materials</p> <p>-bilingual dictionaries</p> <p>-visual aids</p> <p>-teacher made adaptations, outlines, study guides</p> <p>-varied leveled texts of the same content</p> <p>Modifications for Homework/ Assignments</p> <p>Preparing students for the lesson:</p> <ul style="list-style-type: none"> • Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>

<p>Varying time requirements to complete assignments</p> <p>Student-directed learning/ independent studies</p> <p>Extension Activities</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments that require higher level thinking</p> <p>Flexible Grouping: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</p> <p>Jigsaw Activities: http://www.adlit.org/strategies/22371/</p>	<ul style="list-style-type: none"> • 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 <p>Presenting the Lesson</p> <ul style="list-style-type: none"> • Use multiple strategies and varied instructional tools to increase the 	<p>Student may request books on tape / CD / digital media, as available and Varied Lexile levels of reading</p> <ul style="list-style-type: none"> • Increased production in writing assignments • Substituting written texts with project based learning • Varying time requirements to complete assignments <p>Student-directed learning/ independent studies appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Modifications for Homework and Assignments</p>	<p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>
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	<p>opportunities for students to develop meaningful connections between content and the language used in instruction.</p> <ul style="list-style-type: none"> • 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. <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology,</p>	<p>Extended time to complete assignments</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>	<p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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	<p>translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> <p>Additional Resources</p> <p>CanDo Descriptors - https://www.wida.us/standards/CAN_DOs/</p> <p>Colorin Colorado - http://www.colorincolorado.org/educators/</p> <p>WIDA - https://www.wida.us/</p>		
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