



Township Public Schools

**Wayne, New Jersey**

**English / Language Arts**

**World Literature**

**Grade 12**

**August 2022**

**Revised**

Dr. Mark Toback, Superintendent

Mrs. Donna Reichman, Assistant Superintendent

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	Language Arts 12 English 12 – World Literature
<b>Unit Plan Title:</b>	Ancient and Medieval Literature – Origins of Form
<b>Time Frame</b>	10 weeks

**Anchor Standards/Domain\***

**ELA Standards for Reading Literature**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**ELA Standards for Writing**

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

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, and audiences.

### **ELA Standards for Speaking and Listening**

#### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **ELA Standards for Language**

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

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.

#### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression

**Standard Number(s)**

**Reading Literature**

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## Writing

- 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).
- 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.
  - 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.

- o Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - o 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).
  - o Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - o Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
  - W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
    - 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]”).

## 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.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## Language

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 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.
  - Observe hyphenation conventions.
  - Spell correctly.
- 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.
  - 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.
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
  - 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.
  - 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.11-12.3. 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.
  - Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - 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.

## Career Readiness and Interdisciplinary Connections

### Career Readiness Practices

Act as a responsible and contributing citizen and employee.  
Apply appropriate academic and technical skills.  
Communicate clearly and effectively and with reason.  
Consider the environmental, social and economic impacts of decisions.  
Demonstrate creativity and innovation.  
Employ valid and reliable research strategies.  
Utilize critical thinking to make sense of problems and persevere in solving them.  
Model integrity, ethical leadership and effective management.  
Use technology to enhance productivity.  
Work productively in teams while using cultural global competence.

### **Career Readiness Standards**

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

### **Interdisciplinary Connections**

6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

### **Unit Summary**

This unit is designed to introduce students to the origins of popular literary forms such as tragedy and epic. The origins in Greek and Medieval cultures greatly influence the form and purpose of these works. Students will be introduced to drama, poetry, and epics that are challenging in text and theme. Conventions of each form can be taught in relation to their literary function and their outgrowth from cultural influences (i.e. the morals of Greek culture influencing Oedipus' downfall). The unit is designed to be taught stand alone, or to be grouped thematically with works from later periods to be compared and contrasted for increased critical thinking (such as *Oedipus Rex* and Miller's *Death of a Salesman* as tragic heroes).

### **Essential Questions**

- What are the moral dilemmas of humanity in the grip of fate? (fate vs. freewill)
- How do we, as humans, come to terms with death?
- How does an epic reflect the culture from which it was created?
- Why do humans stress the importance of believing that there is some pattern or meaning that shapes human events?
- How did culture influence the creation of the tragic, comedic, and epic forms of the literature?

### **Enduring Understandings**

- Early Greek writings - Writings deal with mythological subjects.
  - Evidence of a long oral tradition and hence, possible multiple authors
  - Mythology was a way to make meaning of the unknown
- Classical Period
  - The greatest writers of the classical era have certain characteristics in common: economy of words, direct expression, subtlety of thought, and attention to form.
  - National spirit of Athens was expressed in tragedies based on heroic and legendary themes of the past due to the completion of the defeat of Persia.
  - Tragedy and comedy began during cultural festivals and were judged based on cultural standards of morality.
- Medieval Period



- Narrations of visions and voyages into the Beyond are common in the Middle Ages
- Vision and prophecy is part of the medieval conception of life, as evident in the literature and art.
- Many works of the medieval age were derived from biblical sources
- Storytelling and dramatic endeavors were a way for artists to achieve an “immortality” of sorts.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <i>E-Encouraged, T-Taught, or A-Assessed</i> in this unit by marking <b>E, T, A</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
X	Global Awareness	E,A	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
X	Civic Literacy	E,A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will be able to know and understand:

- The definitions and forms of the following Greek epic conventions:
  - Have a historical or legendary significance
  - Begins *in medias res*
  - Stating theme in the invocation of the muse
  - Presenting catalogs of warriors, ships, and armies
  - Main characters utter long, informal speeches
  - Use of epic / extended similes
  - Intervention of supernatural forces
  - Epic Hero
  - Stock Epithet
  - Use of Epic Similes
  - Emphasis
  - Greek code of ethics
  
- That the origins and conventions of Greek drama include:
  - The term drama - Greek meaning “to do” or “to act”
  - Dithyramb -a Greek choral song or chant of vehement or wild character and of usually irregular form, originally in honor of Dionysus or Bacchus
  - Plays developed from a state festival in Athens, honoring the god Dionysus.
  - The Athenian city-state exported the festival to its numerous allies in order to promote a common identity.
  
- The origins and conventions of the Medieval Epic include:
  - *The Divine Comedy* is an **epic poem**
  - **Comedy**- derived from the Greek words *komos* (meaning revel, delight or happiness) and *aidos* (meaning *singer*).
- Identify and analyze the verse form and structure of the poem:



- o Cantos written in *terza rima* - consists of three-line stanzas in which Line 2 of one stanza rhymes with Lines 1 and 3 of the next stanza.
- o The rhyme scheme progresses in the following pattern from the beginning of a canto: aba, bcb, cdc, ded, efe, ghg, and so on.
- o Told by Dante himself in first-person point of view.
- o Written in vernacular Italian, not Latin
- Identify and analyze symbolism in the epic and tragedy
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.
- Understand and identify features of an allegory- a work in which characters, objects, and events have figurative as well as literal meanings.
  - o Analyze the symbolic meaning of the allegory
- The textual appearance of the characteristic themes and how they evolve from the culture:
  - o Life as a journey
  - o The search for salvation and free-will
  - o The totality of fate and the supremely of the Gods
  - o Storytelling as a way to achieve immortality

**Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an \***

**Reading**

- Students will identify key features of epic and tragic forms in other works of literature.
- Reading comprehension quizzes and summative assessments where students analyze conventions and themes.\*

**Writing**

- Write an essay in which they apply the definition of tragedy to another text, pulling evidence to support.\*
- Write an effective 2-3 page paper, using proper formatting, analysis of material, original thought, and advanced writing style and voice based on other suggested activities.

**Additional assessments:**

- Projects based on any period
- Presentations or small group activities
- Oral participation
- Reading comprehension quizzes
- Online assessments

**Teaching and Learning Activities(Should include but are not limited to)**

*Activities*

Activities denoted with an \* address the skills outline in the [Career Ready Practices](#).

- Read orally and perform selections of a drama
- Respond orally and in writing to the text\*
- Identify personal or familiar (news, film, other works) experiences of tragedies and apply to text

	<ul style="list-style-type: none"> <li>● Compare and contrast Greek tragedy with contemporary tragedy (i.e. <i>Death of a Salesman, Fences</i>)</li> <li>● Analyze filmed versions of the play for how each interprets the original story and elements of Greek Drama</li> <li>● Create a project with written and visual representations of a “modern” hell based on reading of Dante.*</li> <li>● Based on research, create a technology based presentation identifying significant foundations of Ancient Greek society (i.e. historical landmarks, events, leaders)*</li> <li>● Demonstrate one’s understanding of the elements of Greek Drama by creating a filmed version of the play with peers*</li> <li>● Effectively argue or debate the topic of fate vs. free will by presenting one’s own viewpoint and responding to opposing perspectives*</li> <li>● Write a well-researched analysis paper based off an individually formulated research question and thesis statement on the author’s work*</li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● Mixed grouping by interest or ability</li> <li>● Leveled materials and tiered assignments</li> <li>● Small group or one-to-one remediation as necessary</li> <li>● Guided research during projects and papers</li> <li>● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> <li>○ Monitor metacognition (thinking about one’s thinking)</li> <li>○ Guided visualization</li> <li>○ Access prior knowledge</li> <li>○ Guided summary</li> </ul> </li> <li>● Audio version of literature with or without read along material</li> <li>● Support concepts with video with or without read along material</li> <li>● Allow the use of technological support (computer, word processor, tablets, and/or other mobile devices) whenever possible/necessary</li> <li>● Provide options for performance assessments <ul style="list-style-type: none"> <li>○ Projects</li> <li>○ Alternative test formats</li> <li>○ Varied writing formats</li> <li>○ Presentations</li> <li>○ Oral assessments</li> </ul> </li> <li>● Strategy and flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of narrative or persuasive text composition</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Student selected goals for writing</li> <li>● Level of independence</li> <li>● Craft additional leads and endings for mentor texts</li> <li>● Consult mentor texts to support writing</li> <li>● ELL Supports and Extension activities are included with each lesson</li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
AP/Honors	AP uses the course curriculum as approved by the College Board and adds additional College Board suggested texts.

## Resources

- Major works:
  - *Oedipus Rex* by Sophocles\*
- Other suggested works:
  - *The Iliad* by Homer
  - *The Inferno* by Dante Alighieri
  - *Medea* by Euripides
  - *Antigone* by Sophocles
  - *The Orestia* by Aeschylus
  - *Lysistrata* by Aristophanes
  - *Mythology* by Edith Hamilton
  - Excerpts from Aristotle's *Poetics*
  - Assorted short stories of similar literary merit from the Internet, literary magazines or anthologies
  - Assorted poems of similar literary merit from the Internet, literary magazines or anthologies
  - Assorted plays of similar literary merit from the Internet, literary magazines or anthologies

### Technology Resources:

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases
- YouTube
- United Streaming/Curriculum VOD
- [www.Kahoot.com](http://www.Kahoot.com)
- [www.vocabulary.com](http://www.vocabulary.com)
- <http://www.socrative.com/>
- <https://quizlet.com/>

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	Language Arts 12 English 12 – World Literature
<b>Unit Plan Title:</b>	Renaissance through the Enlightenment – Key writers and ideas
<b>Time Frame</b>	10 weeks

**Anchor Standards/Domain\***

**ELA Standards for Reading Literature**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**ELA Standards for Writing**

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

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, and audiences.

### **ELA Standards for Speaking and Listening**

#### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **ELA Standards for Language**

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

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.

#### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression

### **Standard Number(s)**

### **Reading Literature**

- 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, and provide an objective summary of the text.
- 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.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

### **Reading Informational**

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Camus defines “absurd hero”).
- 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.

### **Writing**

- 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).

- 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.11-12.4. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding



plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 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]”).

### **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 media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- 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.

### **Language**

- 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.
  - Observe hyphenation conventions.
  - Spell correctly.

- L.11-12.3. 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 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.
  - 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.
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
  - 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.
  - 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.
  - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - 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.

## **Career Readiness and Interdisciplinary Connections**

### **Career Readiness Practices**

Act as a responsible and contributing citizen and employee.

Apply appropriate academic and technical skills.

Communicate clearly and effectively and with reason.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

### **Career Readiness Standards**

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

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

1.1.12prof.CR3a).

## **Interdisciplinary Connections**

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

## **Unit Summary**

This unit covers key works from the 16<sup>th</sup> -19<sup>th</sup> centuries, to encompass key moments in World Literature and the development of literary forms. Influenced by the traditional forms established in the previous unit, these works highlight the changes in the arts due to the Renaissance artistic movement, and later, the Enlightenment movements focus on the sciences, arts, and philosophy. Works by Shakespeare, Voltaire, Dostoyevsky other major writers and thinkers lead to an understanding of the evolution of literature as it advances along with social and historical movements.

## **Essential Question(s)**

- How has the theater evolved since Greek times?
- How do the ideals of the Renaissance spread from Europe to the rest of the world?
- How does the philosophy of the Enlightenment affect science, religion, and the arts?
- How does satire function to raise awareness of the inconsistencies and absurdities of society?
- How does Western ideology influence the political and social uprisings of Europe?
- How does this then become represented in literature?

## **Enduring Understandings**

### **16/17<sup>th</sup> Century**

#### **Socio-economic or political atmosphere**

- Emergence of English and Italian Renaissance influences on art, music
- Socio-political shifts: English and French
- Revisit Shakespeare from British Literature and contrast with Greek Tragedy for shift in form

#### **Specific characteristics of the literature**

- Shift from histories to tragedies as dominant form
- Development of subplots and character in theater
- Shakespeare authorship debate

### **18<sup>th</sup> Century**

#### **Socio-economic or political atmosphere**

- Age of Enlightenment and effects on science, philosophy, politics, and religion
- Deism – effects on religion and relation to Voltaire’s satire
- Build up to the French Revolution and Napoleonic Wars
- Middle Class uprisings

#### **Specific characteristics of the literature**

- essay form – journalistic and literary art form
- social/political satire and emphasis on wit
- wit and satire as offshoots of “Enlightenment”
- development of the English novel form
- focus on regular language

- decline in heroism and rise in realism

### 19<sup>th</sup> Century

#### Socio-economic or political atmosphere

- French Revolution and effects on politics
- Publication of *Communist Manifesto* by Marx and Engles (1849)
- Prussian State and German Empire under William I
- Russian turmoil inspired by French Revolutions
- Russian abolition of serfdom (1855-1861) and effects on class system
- Late 19<sup>th</sup> Century – increasing call for women’s rights in U.S. and western Europe

#### Specific characteristics of the literature

- emergence of *neoclassism*
- Russian novel – focus on class life, everyday life
- literary realism, naturalism, and romanticism
- symbolism – the city, religious, nature

#### Characteristic Themes

- Reason vs. faith
- Western Ideology vs. Traditional/Euro Ideology
- Loss of innocence, morality (good vs. evil)
- Urban vs. rural lifestyles (symbolic to morality and virtue)
- absurdity of social classes and norms

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E,A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E,A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

#### Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to know and understand the following literary conventions:

#### 16<sup>th</sup>/17<sup>th</sup> Century

##### Drama

- Significance of historical influences on Shakespeare’s work
- Function of soliloquy, use of imagery, and motif in drama
- Definition of climax, crisis, and resolution
- Elizabethan values of order, restraint, and harmony in art and life

#### 18<sup>th</sup> Century

## Novel

- Elements of the Gothic Novel
- How the progress of science was used to raise the importance of knowledge/progress in the humanities

## Drama

- The features of a Comedy of Manners – started by Moliere
- How authors started a revival of classical models (Based on Greek/Roman tragedies and comedies)

## Essay

- The definition and identifying features of a social satire
- Use of wit, wordplay in these satires for rhetorical effect

## 19<sup>th</sup> Century

### Novel

- Realism, romanticism, naturalism
- Serialized novels
- Narrative strategies – full description and exposition

### Drama

- Closet drama (intended to be read rather than performed)
- Rise of the “little theater”
- Melodrama and sentimental comedy

## Assessments (Pre, Formative, Summative, Other)

### Reading

- Read critical analysis or essays and apply to the texts discussed.
- Reading comprehension quizzes and summative assessments where students analyze conventions and themes.\*

### Writing

- Write an essay that argues for an interpretation of an ending or creates a new ending based on textual evidence\*
- Write an effective 2-3 page paper, using proper formatting, analysis of material, original thought, and advanced writing style and voice based on other suggested activities.

### Additional assessments:

- Projects based on any period
- Presentations or small group activities
- Oral participation
- Reading comprehension quizzes

## Teaching and Learning Activities(Should include but are not limited to)

### Activities

- Have classes (or small groups) enact scenes from the play
- Have classes (or small groups) rewrite scenes from the play
- Group reading of pertinent literary criticism to lay groundwork for larger interpretive discussions and thesis development
- Assign individual page count in group setting to allow students to define words and research etymology.
- Close reading/annotation exercise to reinforce key thematic coordinates.
- Compare and contrast Greek Tragedy to Shakespearean tragedy

	<ul style="list-style-type: none"> <li>● Find examples of modern social satires and research social and political problems represented in the satire (The Onion, SNL, etc.)</li> <li>● Write a soliloquy based on the structure and form of Shakespeare (i.e. To Be or Not To Be)</li> <li>● Research historical background to a novel or play by reading nonfiction sources and give a presentation on how characters represent those issues</li> <li>● Compare modern film adaptations to literary texts (i.e. Gibson's Hamlet to the original text)</li> <li>● During the study of <i>Crime and Punishment</i>, examine how Raskolnikov's ethical decisions were influenced by the economics of St. Petersburg. Have student research the fall of feudal system and its impact on characterization.</li> <li>● Examine the economic and social choices available to the female characters in a variety of texts, including A Doll's House, Crime and Punishment, and/or Shakespearean plays.</li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● Based upon ICS teacher's recommendation</li> <li>● Mixed grouping by interest or ability</li> <li>● Leveled materials and tiered assignments</li> <li>● Small group or one-to-one remediation as necessary</li> <li>● Guided research during projects and papers</li> <li>● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> <li>○ Monitor metacognition (thinking about one's thinking)</li> <li>○ Guided visualization</li> <li>○ Access prior knowledge</li> <li>○ Guided summary</li> </ul> </li> <li>● Audio version of literature with or without read along material</li> <li>● Support concepts with video with or without read along material</li> <li>● Allow the use of technological support (computers, word processor, tablets, and/or other mobile devices) whenever possible/necessary</li> <li>● Provide options for performance assessments <ul style="list-style-type: none"> <li>○ Projects</li> <li>○ Alternative test formats</li> <li>○ Varied writing formats</li> <li>○ Presentations</li> <li>○ Oral assessments</li> </ul> </li> <li>● Strategy and flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of narrative or persuasive text composition</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Student selected goals for writing</li> <li>● Level of independence</li> <li>● Craft additional leads and endings for mentor texts</li> <li>● Consult mentor texts to support writing</li> <li>● ELL Supports and Extension activities are included with each lesson</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
AP/Honors	AP uses the course curriculum as approved by the College Board.

## Resources

- **Major Works:**
  - *Hamlet*- William Shakespeare\*
  - *Candide* – Voltaire
  - *Crime and Punishment* – Fyodor Dostoyevsky
- **Other suggested works:**
  - *Tartuffe* – Moliere
  - *A Doll's House* – Henrik Ibsen
  - *Faust* - Goethe
  - *Othello* – William Shakespeare
  - *The Awakening* – Kate Chopin
  - *Hamlet Made Easy*--Barron's
  - *Richard III*--William Shakespeare
  - *Antony and Cleopatra* by William Shakespeare
  - *Coriolanus* by William Shakespeare
  - *Much Ado About Nothing* by William Shakespeare
  - *Moby Dick* by Herman Melville
  - *Turn of the Screw* by Henry James
  - *A Midsummer Night's Dream* by Shakespeare
  - Assorted short stories of similar literary merit from the Internet, literary magazines or anthologies
  - Assorted poems of similar literary merit from the Internet, literary magazines or anthologies
  - Assorted plays of similar literary merit from the Internet, literary magazines or anthologies

## Technology Resources:

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases
- YouTube
- United Streaming/Curriculum VOD
- [www.Kahoot.com](http://www.Kahoot.com)
- [www.vocabulary.com](http://www.vocabulary.com)
- <http://www.socrative.com/>
- <https://quizlet.com/>



**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	Language Arts 12 English 12 – World Literature
<b>Unit Plan Title:</b>	Early 20 <sup>th</sup> Century - Breaking of Traditions
<b>Time Frame</b>	10 weeks

**Anchor Standards/Domain\***

**ELA Standards for Reading Literature**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**ELA Standards for Writing**

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

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, and audiences.

### **ELA Standards for Speaking and Listening**

#### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **ELA Standards for Language**

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

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.

#### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression

**Standard Number(s)**

**Reading Literature**

- 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.11-12.4. 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.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

### **Reading Informational**

- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Camus defines “absurd hero”).
- 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.

### **Writing**

- 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.
  - 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.
  - 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
  - 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.
  - 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.

- 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.
  - 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.
  - 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.
  - 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.
  - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - 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.
  - Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 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]”).

### **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.

- 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.
- 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.
  - 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.
  - 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 media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### **Language**

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Observe hyphenation conventions.
  - Spell correctly.
- 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.
  - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- 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.
  - 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.
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
  - 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.

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

## **Career Readiness and Interdisciplinary Connections**

### **Career Readiness Practices**

Act as a responsible and contributing citizen and employee.

Apply appropriate academic and technical skills.

Communicate clearly and effectively and with reason.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

### **Career Readiness Standards**

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

### **Interdisciplinary Connections**

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

## **Unit Summary**



The Early 20<sup>th</sup> Century unit focuses on how philosophy, history, and culture combine to influence the literature of the period. The late 19<sup>th</sup> century revolutions combined with the early 20<sup>th</sup> century experiences of World War I and the rise of totalitarian regimes brought significant shifts in aesthetic forms and themes. Students will work with these texts in light of those factors, understanding the pervasive mood, new techniques, and existential philosophies that are common throughout the literary forms: drama, prose, and poetry. The suggested texts in this unit pair nicely with texts from other units as contrasts in form and theme (i.e. *No Exit* with Dante's *Inferno*). Secondary source philosophy, historical essays, and peer-reviewed literary criticism can be used to supplement and enhance student's understanding of the influence of the culture on the literature.

### Essential Question(s)

- Why does existential philosophy emerge and become important in literature at this time?
- How does the social and political landscape of this period shape modernist literary worldview?
- What is the human predicament, according to existentialist philosophy? Apply the ideas of freedom, despair, anxiety, and guilt to the existentialist worldview (and appreciate the nuances between Sartre's and Camus' position within this literary period).
- Why did the literary artists of the period (Woolf, T.S. Eliot, Conrad, Stein, Yeats, Kafka, among others) break with the more optimistic worldview of the Victorian period?
- How does individual perception and free-will shape identity?
- How can literary modernism be regarded as a reaction to industrialization, urban sprawl and technological innovation?

### Enduring Understandings

#### **Socio-economic and/or political atmosphere influences the forms and themes of the literature:**

- Increasing tension due to European revolutions (Russian, French, etc.)
- Rise of communist/fascist countries and ideologies in Europe
- Causes and outcomes of World War I on political and geographic landscape of Europe
- Industrialization and the rise of the Modern City (London, Paris, etc.)
- Disillusionment with the promises of progress from the Industrial Age, Enlightenment
- Rise of Nazism (late in period) and dictatorships

#### **Specific characteristics of the literature are tied to these historical events:**

- Particularly in modernist pieces:
  - Detached speaker/narrator
  - Self-consciousness
  - Questioning of cultural institutions.
  - Feelings of powerlessness and alienation
  - Montage and allusion to derive meaning
  - Wordplay, plays on language and meaning
  - Desolate and barren landscapes
  - Loss of traditional values (religious, social, moral)
- Reality/Horrors of War – destruction of cities, values, generations
- Existential philosophy underlying works – looking to individual self for order
- Lost Generation – struggle of man after war
- Hero types - Code hero (Hemingway), Absurd Hero (Camus)



In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
X	Global Awareness	E,A	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
X	Civic Literacy	E,A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will be able to know and understand the following:

**in novels and short stories of the period:**

- Identify stream of consciousness techniques developed and used in stories and the effect on characterization
- Explain how multiple narrators and narrative voices tell stories reflect the disjointed modern experience
- Identify how first person perspective is biased and can affect meaning
- Understand how narrative structures establish mood, meaning, and conflicts
- Analyze how the time period gives rise to a new heroic ideal (Hemingway hero, absurd hero)
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.

**in modernist poetry**

- Identify literary allusions used in text and how they contribute to themes
- Understand blank or free verse forms in contrast to formal structures (sonnet, ode, etc.)

**in drama**

- Analyze how minimalist settings are used to enhance the feelings of destruction and desolation experienced by the characters
- Understand how setting functions as a metaphor to enhance mood and meaning.

**Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an \***

**Reading**

- Pre-assessments of students historical understanding: World War I, French or Russian Revolution, Industrial Revolution
- Be able to identify key analysis and opinions developed in non-fiction texts such as literary essays, historical documents, and critical analyses\*
- Reading comprehension quizzes and summative assessments where students analyze conventions and themes.\*

**Writing**

- Write an essay that traces a theme or feature of the time period across texts (poem, film, novel, story, drama)\*
- Write an explanatory piece that develops historical or philosophical background to a text and makes connections.
- Write a 2-3 page literary-analysis paper that utilizes secondary and primary sources to argue a thesis based on one of the themes or philosophies of the time period.

**Additional assessments:**

- Projects based on historical events or to clarify philosophical topics
- Class discussions and group discussions on essential questions

**Teaching and Learning Activities(Should include but are not limited to)**

<p><i>Activities</i></p>	<p>Activities denoted with an * address the skills outline in the <a href="#">Career Ready Practices</a></p> <ul style="list-style-type: none"> <li>● Use secondary materials (non-fiction, essays, historical documents, philosophic essays) to contextualize readings (“The Myth of Sisyphus” and <i>The Stranger</i>, “Existentialism is a Humanism” by Sartre on <i>No Exit</i>, Kafka biography)*</li> <li>● Symbolism exercise in <i>The Stranger</i>--chart Camus’ use of color and weather terms throughout the novel.</li> <li>● Write using one of the techniques of the literature (stream of consciousness, detached tone, first person perspective) to examine a personal or real life experience*</li> <li>● Perform selections of drama out loud</li> <li>● Mock courtroom proceeding based on myriad interpretive scenarios in Camus <i>The Stranger</i>. Students prosecute/defend Meursault with rest of class serving as jury.*</li> <li>● Geographic/cartographic exercise based on Camus’ Algerian setting in <i>The Stranger</i>. *</li> <li>● Trace possible biographical connections in <i>The Metamorphosis</i> based on Kafka diary entries/biographical information.</li> <li>● Select a metaphor to stand-in for one’s own self-identity and explore how this metaphor establishes worldview and mood (parallel <i>The Metamorphosis</i>). Present this in written narrative or explanatory essay and/or visual formats.</li> <li>● Write a 2-3 page literary-analysis paper that utilizes secondary and primary sources to argue a thesis based on one of the themes or philosophies of the time period. (Ex: Compare/contrast Meursault’s and Gregor’s transformation in Part II of <i>The Stranger</i> and <i>The Metamorphosis</i>, respectively.) Paper must demonstrate proper formatting, organization, and citation of secondary materials. Attach an MLA formatted bibliography.*</li> <li>● Discuss the economic anxieties that influence European writing in this time period. Make parallels to current issues.*</li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● Mixed grouping by interest or ability</li> <li>● Leveled materials and tiered assignments</li> <li>● Small group or one-to-one remediation as necessary</li> <li>● Peer teaching</li> <li>● Personalized unit packets</li> <li>● Student-lead peer instruction</li> <li>● Guided research during projects and papers</li> <li>● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> <li>○ Monitor metacognition (thinking about one’s thinking)</li> <li>○ Guided visualization</li> <li>○ Access prior knowledge</li> <li>○ Guided summary</li> </ul> </li> <li>● Audio-book version of literature with or without read along material</li> </ul>

- Support concepts with video with or without read along material
- Allow the use of technological support (computers, word processor, tablets, and/or other mobile devices) whenever possible/necessary
- Provide options for performance assessments
  - Projects
  - Alternative test formats
  - Varied writing formats
  - Presentations
  - Oral assessments
  - Online assessments
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Craft additional leads and endings for mentor texts
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

*AP/Honors*

AP uses the course curriculum as approved by the College Board.

## Resources

### Major Works

- *The Metamorphosis* – Franz Kafka\*
- *No Exit* – Jean Paul Sartre\*

### Other Suggested Works

- *All Quiet on the Western Front* – Erich Maria Remarque
- *The Trial* – Franz Kafka
- *The Stranger* – Albert Camus
- *The Sun Also Rises* – Ernest Hemingway
- *The Wasteland* – T.S. Eliot
- *As I Lay Dying* – William Faulkner
- *Waiting for Godot* by Samuel Beckett
- Excerpts from “The Myth of Sisyphus” by Albert Camus
- Excerpts from *A Moveable Feast* by Ernest Hemingway
- Assorted short stories of similar literary merit from the Internet, literary magazines or anthologies
- Assorted poems of similar literary merit from the Internet, literary magazines or anthologies
- Assorted plays of similar literary merit from the Internet, literary magazines or anthologies

### Technology Resources:

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases

- YouTube
- TED Talks
- Wikispaces
- EduBlogs

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	Language Arts 12 English 12 – World Literature
<b>Unit Plan Title:</b>	Modern Literature & Research Paper
<b>Time Frame</b>	10-12 weeks

**Anchor Standards/Domain\***

**ELA Standards for Reading Literature**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**ELA Standards for Writing**

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

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, and audiences.

### **ELA Standards for Speaking and Listening**

#### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **ELA Standards for Language**

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

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.

#### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression

**Standard Number(s)**

**Reading Literature**

- 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, and provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

### **Reading Informational**

- 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.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. 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 [...]
- 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.
  - By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

### **Writing**

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

- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.).
- W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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, and audiences

### **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.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Language

- 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.
  - Observe hyphenation conventions.
  - Spell correctly.
- L.11-12.3. 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 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.
  - 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.
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
  - 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.
  - 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.
  - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - 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.

## **Career Readiness Practices**

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

## **Career Readiness Standards**

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. •
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)

## **Interdisciplinary Connections**

- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.

## **Unit Summary**

This unit is designed to examine the idea of truth within specific texts. This text allows students to focus on the idea of truth, perspective, and storytelling and how each interacts with one another in the literature. Students will explore how perspective alters and skews truth in order to achieve the author’s central goal of “making things present.” The second part of this unit will allow students to engage in the research process and produce a formal and documented research paper as part of the writing process as a culminating experience to English 12. As part of this process, students will be able to formulate a thesis, research and evaluate sources, and produce a well-organized research paper. The two portions of this unit may be done concurrently or split times. By no means does the research unit need to be done with only modern texts.

## **Essential Question(s)**

## Essential Questions to Guide Unit

- In what ways does the social and political landscape of this time period influence the literature?
- How does storytelling function as an essential element of one’s existence?
- How does perception guide understanding of truth?
- How does the mass media portray death? Natural disasters?
- How do writers utilize meta-fiction as a tool to understanding fiction and truth?
- How have modern advances in technology influence the mood, themes, and characterization in literature?
- What is the relationship between reading, research, and writing to one’s understanding of literature?
- What are its central tenets of the nonfiction novel? How are true events of the Clutter murders presented? Despite his assertion that the author should never be mentioned, is Capote entirely “absent” from the text?

## Enduring Understandings

### Historical or cultural atmosphere

- There can be alternative truths to historical events as expressed through literature and art
- Social, Historical, and Political values are influenced by and influence literature.
- The Cold War, Civil Rights Era, and World Wars influence the mood and perspective of characterization and narrative purposes

### Specific characteristics of the literature

- In fiction, truth is not a matter of fact but instead how one distinguishes and experiences truth.
- Storytelling is a societal need in order to make sense of our existence and experience in the world.
- Meta-fiction enhances reader’s understanding of the meaning of fiction by posing questions about the relationship between fiction and truth.

### Research/Writing as a process

- The synthesis of reading literature, research, and writing is an essential relationship to critically analyzing literature.
- Engaging in the research process allows one to evaluate information, develop personal perspectives, and engage with a learned, academic community on a particular subject

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

## Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to know and understand:

### Novel/Short Story:

- Elements of Storytelling in modern context:

- Narrative voice can bias and shape a reader’s perspective
- Shifting Point-of-View creates an ambiguity in mood and perspective
- Rhetorical Devices such as symbolism, paradox, metaphor, allusion are used to create commentary on literary and historical traditions

**Meta-fictional techniques create literature that:**

- Comments on writing, art, and history
- Involves oneself with the fictional characters and blurs the lines between truth and fiction
- Addresses the reader directly
- Proves that no singular truths or meanings exist, and that interpretation is a subjective and contextual experience

**Research Paper/Writing Process:**

- The conventions of MLA and apply MLA format throughout process
- Narrow the focus of the research by creating a concise research question and revising original thesis statement as needed
- Use print, electronic databases and online resources to access information
- Identify, evaluate and organize relevant information from a variety of sources, verifying the credibility and effectiveness of gathered information
- Organize and synthesize information from a variety of sources and present it in a logical manner
- Produce a detailed outline fusing individual analysis and research
- Credit sources for both quoted and paraphrased ideas
- Draft, edit and revise content and mechanics
- Improve sentence quality and structure by combining sentences, writing complex, compound sentences, reducing passive voice, and using rhetorical strategies to engage audience

**Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an \***

**Reading**

- Students will identify key features of the storytelling form.
- Reading comprehension quizzes and summative assessments where students analyze conventions and themes.\*

**Writing**

- Write a paper analyzing how a theme from the text develops
- Formal, documented literary research paper as per leveled guidelines\*

**Additional assessments:**

- Presentation based on Research Paper
- Projects based on time period
- Presentations
- Reading comprehension quizzes

**Teaching and Learning Activities (May include but not limited to)**

*Activities*

Activities denoted with an \* address the skills outline in the [Career Ready Practices](#)

- Compare/contrast system of jurisprudence as presented in trial of Dick/Perry in *In Cold Blood* with modern-day hypothetical scenario.\*
- Research concepts of nature vs. nurture and apply to suspects in Capote’s work. (view of Locke, Descartes, etc)
- Examine the notion of truth as presented in *White Noise* and compare/contrast with actual real-life events portrayed in media. Is Delillo’s portrayal accurate? Distorted?\*



	<ul style="list-style-type: none"> <li>● Participate in a whole group discussion on the meaning of courage and cowardice and other essential questions</li> <li>● Respond to factual accounts of the Vietnam War and relate the idea of truth and storytelling to the text (i.e. <i>Two Days in October</i>)*</li> <li>● Read Tim O’Brien’s nonfiction essay, “The Vietnam in Me” and analyze his use of story truth and happening truth in the essay as well as in the novel</li> <li>● Select music from the Vietnam War era and analyze how the music serves as a storytelling technique and historical narrative for the time period</li> <li>● Examine the idea of physical weight and emotional weight and identify personal and familiar experiences in writing as well as visually</li> <li>● Select a poem and a piece of artwork to pair with a story from novel based on theme or symbolism and present to the class with written and visual components*</li> <li>● Engage in self-reflection and produce memoirs based on personal experiences</li> <li>● Write an effective 5-8 page research paper, using proper formatting, analysis of material, original thought, and advanced writing style and voice based on other suggested activities. * <ul style="list-style-type: none"> <li>○ 4-5 page minimum for Regular; 7-8 page minimum for College Prep</li> </ul> </li> <li>● Effectively engage in the writing process and produce a formal, documented literary research paper based on an independent selection, an individually formulated research question and thesis statement*</li> <li>● Participate in peer led and teacher led writing conferences to improve student writing products</li> <li>● As part of the Research Paper process, create a blog where responses to the independently selected literature are posted, shared and updated regularly*</li> <li>● Create a presentation highlighting the main points of one’s research topic; field questions on one’s research*</li> <li>● With <i>Death of a Salesman</i>, explore Willy’s education, background, and the economic shift that takes place during his life. Learn about commissioned based careers and compare to the character’s work ethic.*</li> <li>● Compare and contrast Willy Loman and Troy Maxon and the socio economic conditions of each of their backgrounds. Explore how race has also played a factor in their job and education prospects.*</li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● Peer teaching</li> <li>● Personalized unit packets</li> <li>● Student-lead peer instruction</li> <li>● Mixed grouping by interest or ability</li> <li>● Leveled materials and tiered assignments</li> <li>● Small group or one-to-one remediation as necessary</li> <li>● Guided research during projects and papers</li> <li>● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> <li>○ Monitor metacognition (thinking about one’s thinking)</li> <li>○ Guided visualization</li> </ul> </li> </ul>



- Access prior knowledge
- Guided summary
- Audio version of literature with or without read along material
- Support concepts with video with or without read along material
- Allow the use of technological support (computer, word processor, tablets, and/or other mobile devices) whenever possible/necessary
- Provide options for performance assessments
  - Projects
  - Alternative test formats
  - Varied writing formats
  - Presentations
  - Oral assessments
  - Online assessments
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Craft additional leads and endings for mentor texts
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

AP/Honors

AP uses the course curriculum as approved by the College Board.

## Resources

May include but not limited to:

- Major works:
  - *In Cold Blood* by Truman Capote
  - *The Things They Carried* by Tim O'Brien
- Other suggested works:
  - *A Streetcar Named Desire* by Tennessee Williams
  - *White Noise* by Don DeLillo
  - *Death of a Salesman* by Arthur Miller
  - *Fences* by August Wilson
  - *The Hunger Games* by Suzanne Collins (High interest, lower reading level choice)
  - *A Prayer for the Dying* by Stewart O'Nan
  - *Election* by Tom Perrotta
  - *Freedom Writers* by Erin Gruel
  - *Rosencrantz and Guildenstern are Dead* by Tom Stoppard

- *Invisible Man* by Ralph Ellison
- *Beloved* by Toni Morrison
- *Old School* by Tobias Woolf
- *Kitchen* by Banana Yoshimoto
- *Welcome to the Monkey House* by Kurt Vonnegut
- *The Women of Brewster Place* by Gloria Naylor
- *Anthem* by Ayn Rand
- *Atlas Shrugged* by Ayn Rand
- *We the Living* by Ayn Rand
- *A Child Called It* by David Peltzer
- *Different Seasons* by Stephen King
- *A World Enclosed* by W.T. Jewkes
- *One Day in the Life of Ivan Denisovich* by Solzhenitsyn
- Assorted short stories of similar literary merit from the Internet, literary magazines or anthologies
- Assorted poems of similar literary merit from the Internet, literary magazines or anthologies
- Assorted plays of similar literary merit from the Internet, literary magazines or anthologies

**Technology Resources:**

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases
- YouTube
- United Streaming/Curriculum VOD
- [www.Kahoot.com](http://www.Kahoot.com)
- [www.vocabulary.com](http://www.vocabulary.com)
- <http://www.socrative.com/>
- <https://quizlet.com/>
- TED Talks
- Wikispaces
- EduBlogs
- Podcasts