

# 12<sup>th</sup> Grade CP ELA Curriculum Maps

*NOTE: Students taking 12<sup>th</sup> Grade CP ELA will complete the following units of study over the course of the school year although not necessarily in the order listed.*

Unit of Study: *Blindness* by Jose Saramago

Unit of Study: College Application Essays

Unit of Study: *Hamlet*

Unit of Study: *Siddhartha* by Herman Hesse

Unit of Study: Textual Annotation and Active Reading of Literary Texts

Unit of Study: *Things Fall Apart*

<b>Grade: 12</b> <b>Subject: CP ELA</b>	<b>Unit of Study: <i>Blindness</i> by Jose Saramago</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ <b><u>Blindness</u></b> depicts an allegory that challenges the learner to examine the significance of seeing and the importance of social issues and conflicts which surface throughout the novel.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ Inferences are formed through the use of textual information and supporting evidence from primary and secondary literary sources.</li> <li>▪ Secondary sources may be analyzed before reading a novel to determine focal points for active reading of the novel.</li> <li>▪ Active reading/notetaking can be used to organize information discovered about literary elements of a novel under study.</li> <li>▪ Theme is developed in fictional prose writing through the use of major literary elements such as plot, character development, setting and symbolism.</li> <li>▪ Themes are statements about the main ideas of a literary text that reflect an idea about the world outside the literary text.</li> <li>▪ Novels can explore and comment upon relevant social issues in the real world outside the text.</li> <li>▪ An author’s style and language usage can be symbolically significant and point toward central thematic concerns of the novel.</li> <li>▪ Character development is a central means of establishing thematic ideas in a novel.</li> <li>▪ Conflict is an essential defining element in the plot of a novel, and can point the way to identifying central thematic ideas in the novel.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How can support from both primary and secondary literary sources be used to create a cohesive literary analysis of <i>Blindness</i>?</li> <li>▪ How can secondary sources guide and focus an effective active reading of the novel <i>Blindness</i>?</li> <li>▪ What is the possible symbolic significance of the white blindness in the novel?</li> <li>▪ Why does the Doctor’s Wife remain unaffected by the white blindness in the novel?</li> <li>▪ What themes do the development of major characters identify and reveal (particularly in the case of the Doctor’s Wife and the Girl with Dark Glasses)?</li> <li>▪ How does Saramago’s writing style point toward certain thematic concerns of the novel?</li> <li>▪ How might the plot of <i>Blindness</i> be interpreted allegorically?</li> <li>▪ What social topics does the novel develop thematically?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ How can active reading/notetaking be effective strategies to enable a reader to understand a challenging text?</li> <li>▪ What are the most effective techniques involved in writing research reports, informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ Selected secondary sources for the novel <i>Blindness</i></li> <li>▪ Analytical and close reading skills</li> <li>▪ Active reading/notetaking</li> <li>▪ The Writing Process and the 6 Traits of Effective Writing</li> <li>▪ Major literary elements of fictional prose (conflict, climax, character development, setting, authorial style/language, symbolism, narrative p.o.v.)</li> <li>▪ The significance of allegory within the novel</li> <li>▪ Thematic significance of blindness/ways of seeing in the novel</li> <li>▪ Social issues (role of women, critique of government, religion) embodied within the novel</li> </ul>
<p><b>Standards</b></p>	<p><i>LA.11-12.RL.11-12.1 - Cite strong and thorough textual evidence 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.</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.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).</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.RL.11-12.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12. - By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</i></p> <p><i>LA.11-12.RI.11-12.1 - Cite strong and thorough textual evidence 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.</i></p>

**LA.11-12.RI.11-12.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in *Federalist No. 10*).

**LA.11-12.** - By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**LA.11-12.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.

**LA.11-12.W.11-12.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.11-12.W.11-12.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LA.11-12.W.CCR.8** - [Anchor Standard] - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**LA.11-12.W.11-12.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

**LA.11-12.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.

**LA.11-12.SL.11-12.1** - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**LA.11-12.L.11-12.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**LA.11-12.L.11-12.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**LA.11-12.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.

**LA.11-12.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.

**LA.11-12.L.11-12.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**LA.11-12.L.11-12.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<b>Materials/Resources</b>	Xerox packet: Various secondary source reviews of/articles about <i>Blindness</i> <i>Blindness</i> by Jose Saramago Noodletools MLA Format for Research Papers
<b>Notes</b>	

<b>Grade: 12</b> <b>Subject: CP ELA</b>	<b>Unit of Study: College Application Essays</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ College Essays are created as a result of practice, study, and attention to the components of essay writing, college admissions requirements, and the writing process.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ Personal essay writing differs from standard 5-paragraph academic essay writing.</li> <li>▪ The writing process is recursive; each step can be revisited several times in order to create strong, insightful writing.</li> <li>▪ Prewriting in a Freewriting mode is an excellent means to generate topic ideas, examples and anecdotes for personal essay writing.</li> <li>▪ Analysis of successful written models identifies and reinforces essential characteristics of writing success for any writing situation.</li> <li>▪ Knowing and implementing what the audience expects and considers successful is a major factor in writing success.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is a college application essay?</li> <li>▪ How do college application essays differ from standard 5-paragraph academic essays?</li> <li>▪ What are the most effective techniques involved in writing successful college application essays?</li> <li>▪ What style and content choices can a writer make to improve a college application essay?</li> <li>▪ What factors do college admissions officers consider when they evaluate a college application essay as successful?</li> <li>▪ What topics and stylistic methods contribute to the success of a college application essay?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ Elements of a personal (college application) essay</li> <li>▪ Advice/suggestions for successful college application essays from college admissions officers</li> <li>▪ Models of successful college application essays</li> <li>▪ Analytical and close reading skills</li> <li>▪ Prewriting/freewriting to generate essay ideas/examples</li> <li>▪ The recursive writing process</li> <li>▪ The 6 Traits of Effective Writing</li> <li>▪ Peer editing and evaluation</li> </ul>
<b>Standards</b>	<p><i><b>LA.11-12.RI.11-12.1</b> - Cite strong and thorough textual evidence 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.</i></p> <p><i><b>LA.11-12.RI.11-12.6</b> - 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.</i></p> <p><i><b>LA.11-12.RI.11-12.7</b> - [Grade Level Standard] - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,</i></p>

*quantitatively) as well as in words in order to address a question or solve a problem.*

**LA.11-12.W.11-12.4** - *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

**LA.11-12.W.11-12.5** - *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

**LA.11-12.W.11-12.6** - *Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.*

**LA.11-12.W.11-12.9** - *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

**LA.11-12.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.*

**LA.11-12.SL.11-12.1.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.*

**LA.11-12.SL.11-12.1.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.*

**LA.11-12.L.11-12.1.a** - *Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.*

**LA.11-12.L.11-12.2.b** - *Spell correctly.*

**LA.11-12.L.11-12.5.a** - *Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.*

**LA.11-12.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.*

**Materials/Resources**

- Xerox article: “The \_\_\_\_ That Changed My Life”
- Xerox article: “Interview with an Admissions Officer”
- Xerox article: “Admissions Essays Carry Increasing Clout for NJ College Applicants”
- Xerox packet: Sample “successful” college application essays
- Xerox excerpt from text: *What Can I Write About?*

**Notes**

<b>Grade: 12</b> <b>Subject: CP ELA</b>	<b>Unit of Study: <u>Hamlet</u></b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ Students will read selected works by William Shakespeare throughout their 4 years at Spotswood High School. Students will interact with the text to evaluate, analyze and appreciate this Tragedy play set in Denmark.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ Historical, cultural and biographical factors influence the production and promulgation of literary and dramatic texts.</li> <li>▪ Shakespearean dramatic language follows an established set of rules and assumptions which, when understood, enable modern readers to better understand and appreciate this language.</li> <li>▪ Inferences are formed through the use of textual information and supporting evidence.</li> <li>▪ Internal and external conflict both play key roles in the formation of dramatic plot and themes.</li> <li>▪ Theme is developed in dramatic writing through the use of major literary elements such as plot, character development, setting and symbolism.</li> <li>▪ Themes reflect an idea about the world outside the literary text.</li> <li>▪ Soliloquies provide crucial insights into the psychological and emotional truths of a dramatic character.</li> <li>▪ Decisions made by directors and actors in the production of dramatic performances influence and change the meaning of the dramatic textual source.</li> <li>▪ Secondary characters play a major role in the creation of the web of relationships that constitutes <i>Hamlet</i>.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What strategies can a reader use to decode Shakespearean sentence structures?</li> <li>▪ What are the internal and external conflicts that Hamlet faces throughout the play?</li> <li>▪ How is Hamlet’s character developed and reflected in his numerous soliloquies throughout the play?</li> <li>▪ What is the true nature of Hamlet’s relationship with Ophelia? How does it change throughout the play? How does it affect the development of the two characters?</li> <li>▪ How do Hamlet, Fortinbras and Laertes parallel each other throughout the play? What is the thematic significance of the differences between the three characters and their eventual fates?</li> <li>▪ What is Hamlet’s attitude towards death? How does it change throughout the play?</li> <li>▪ What do the major secondary characters (Claudius, Gertrude, Ophelia and Laertes) contribute to the play in thematic terms?</li> <li>▪ How do various distinct performances of <i>Hamlet</i> influence the interpretation of a particular scene?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ How can one use support from a dramatic text and secondary sources to create a cohesive literary analysis?</li> <li>▪ What are the most effective techniques involved in writing research reports, informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ Contextual information on Shakespeare, Elizabethan drama and Elizabethan culture.</li> <li>▪ <i>The Tragedy of Hamlet, Prince of Denmark</i></li> <li>▪ Shakespearean language decoding practice exercises</li> <li>▪ The elements of character and plot development</li> <li>▪ Major themes and their means of development</li> <li>▪ Analytical and close reading skills</li> <li>▪ Various media representations of <i>Hamlet</i></li> <li>▪ Self-reflection through journaling/notetaking</li> <li>▪ The Writing Process and 6 Traits of Effective Writing</li> <li>▪ MLA Guidelines for research paper writing</li> <li>▪ Guidelines for notetaking/journaling for each scene of <i>Hamlet</i></li> <li>▪ Guidelines for development of group presentation on secondary characters</li> </ul>
<p><b>Standards</b></p>	<p><i>LA.11-12.RL.11-12.1 - Cite strong and thorough textual evidence 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.</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.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).</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.RL.11-12.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</i></p> <p><i>LA.11-12. - By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</i></p> <p><i>LA.11-12.W.CCR.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p>

**LA.11-12.W.11-12.1.c** - Use words, phrases, and clauses as well as varied syntax 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.

**LA.11-12.W.11-12.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.11-12.W.11-12.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LA.11-12.W.11-12.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

**LA.11-12.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.

**LA.11-12.SL.11-12.1** - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**LA.11-12.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.

**LA.11-12.SL.CCR.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.

**LA.11-12.SL.CCR.6** - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**LA.11-12.L.11-12.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**LA.11-12.L.11-12.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**LA.11-12.L.11-12.3.a** - 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.

**LA.11-12.L.11-12.5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**LA.11-12.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.

**Materials/Resources**

- Shakespeare, William. *The Tragedy of Hamlet, Prince of Denmark*
- *Hamlet* (1990): Dir. Franco Zeffirelli
- *Hamlet* (1996): Dir. Kenneth Branagh
- *Hamlet* (2000): Dir. Michael Almereyda

	<ul style="list-style-type: none"><li>▪ Robinson, Randal. <i>Unlocking Shakespeare's Language: Help for Teacher and Student</i></li><li>▪ O'Brien, Peggy (ed). <i>Shakespeare Set Free: Teaching Hamlet and Henry IV Part I</i></li></ul>
<b>Notes</b>	

<b>Grade: 12</b> <b>Subject: CP ELA</b>	<b>Unit of Study: <u>Siddhartha</u> by Herman Hesse</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ <u>Siddhartha</u> provides the learner with a journey of self-discovery, and an appreciation and analysis of the allegory Siddhartha's journey illustrates throughout the text.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ Inferences are formed through the use of textual information and supporting evidence from primary and secondary literary sources.</li> <li>▪ Secondary sources may be analyzed before reading a novel to determine focal points for active reading of the novel.</li> <li>▪ Active reading/notetaking can be used to organize information discovered about literary elements of a novel under study.</li> <li>▪ An allegory is a literary work which possesses a metaphorical level of meaning that may be interpreted separately from (and through) the plot level of the work.</li> <li>▪ Theme is developed in fictional prose writing through the use of major literary elements such as plot, character development, setting and symbolism.</li> <li>▪ Themes are statements about the main ideas of a literary text that reflect an idea about the world outside the literary text.</li> <li>▪ Novels can explore and comment upon relevant social issues in the real world outside the text.</li> <li>▪ An author's style, language usage and structure can be symbolically significant and point toward central thematic concerns of the novel.</li> <li>▪ Character development is a central means of establishing thematic ideas in a novel.</li> <li>▪ Conflict is an essential defining element in the plot of a novel, and can point the way to identifying central thematic ideas in the novel.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How can support from both primary and secondary literary sources be used to create a cohesive literary analysis of <i>Siddhartha</i>?</li> <li>▪ How can secondary sources guide and focus an effective active reading of the novel <i>Siddhartha</i>?</li> <li>▪ What is the possible symbolic significance of the tripartite chapter structure in <i>Siddhartha</i>?</li> <li>▪ What themes do the development of major characters identify and reveal (particularly in the case of Siddhartha and Govinda)?</li> <li>▪ How does Hesse's writing style point toward certain thematic concerns of the novel?</li> <li>▪ How might the plot of <i>Siddhartha</i> be interpreted allegorically?</li> <li>▪ What social topics does the novel develop thematically?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ How can active reading/notetaking be effective strategies to enable a reader to understand a challenging text?</li> <li>▪ What are the most effective techniques involved in writing research reports, informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ Selected secondary sources for the novel <i>Siddhartha</i></li> <li>▪ Analytical and close reading skills</li> <li>▪ Active reading/notetaking</li> <li>▪ The Writing Process and the 6 Traits of Effective Writing</li> <li>▪ Major literary elements of fictional prose (conflict, climax, character development, setting, authorial style/language, symbolism, narrative p.o.v.)</li> <li>▪ The significance of allegory within the novel</li> <li>▪ Thematic significance of tripartite chapter structure in the novel</li> <li>▪ Allegorical significance of the plot/symbolism in the novel</li> </ul>
<p><b>Standards</b></p>	<p><i>LA.11-12.RL.11-12.1 - Cite strong and thorough textual evidence 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.</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.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).</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.RL.11-12.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12. - By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</i></p> <p><i>LA.11-12.RI.11-12.1 - Cite strong and thorough textual evidence 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.</i></p>

**LA.11-12.RI.11-12.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in *Federalist No. 10*).

**LA.11-12.** - By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

**LA.11-12.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.

**LA.11-12.W.11-12.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.11-12.W.11-12.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LA.11-12.W.CCR.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.

**LA.11-12.W.11-12.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

**LA.11-12.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.

**LA.11-12.SL.11-12.1** - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**LA.11-12.L.11-12.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**LA.11-12.L.11-12.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**LA.11-12.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.

**LA.11-12.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.

**LA.11-12.L.11-12.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**LA.11-12.L.11-12.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<b>Materials/Resources</b>	Xeroxed secondary source: “Form, Style and Content in <i>Siddhartha</i> ” Xeroxed list of specialized vocabulary terms used in <i>Siddhartha</i> Xeroxed packet: Prologue to <i>Zen Mind Beginner’s Mind</i> <i>Siddhartha</i> by Herman Hesse Film: <i>Seven Years in Tibet</i> (1997): Dir. Jean-Jacques Annaud
<b>Notes</b>	

<b>Grade: 12</b> <b>Subject: CP ELA</b>	<b>Unit of Study: Textual Annotation and Active Reading of Literary Texts</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ Textual annotation and active reading provide students with the tools necessary to read challenging and enriching texts from various backgrounds, genres, and subject areas. These skills are embedded throughout all course readings included in curriculum maps.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ Textual Annotation is a means to keep track of relevant information and literary elements while reading a literary text in order to anticipate major classroom-based questions/assignments about a literary text.</li> <li>▪ Basic literary elements are means toward developing statements of theme found in a literary text.</li> <li>▪ Theme is a major idea in statement form that is central to and expressed by a literary text, reflecting a meaning for the world outside the text.</li> <li>▪ Inferences are formed through the use of textual information and supporting evidence.</li> <li>▪ Information can be organized and learned through the employment of textual annotation, notetaking, outlining and highlighting key passages.</li> <li>▪ Skillful readers continuously make connections while reading: including connections of text to self, text to text, and text to world.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the basic literary elements of a literary text?</li> <li>▪ How can basic literary elements be used to identify themes in a literary text?</li> <li>▪ What are the steps of Active Reading?</li> <li>▪ How can Active Reading be used to identify basic literary elements and prepare a reader to work with literary elements properly in a classroom-based context?</li> <li>▪ How can themes in a literary text be expressed appropriately?</li> <li>▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ Review of basic literary elements in prose fiction.</li> <li>▪ Identification and usage of steps in Active Reading.</li> <li>▪ Application of steps of Active Reading to literary texts.</li> <li>▪ Active reading of short stories: “Chicxulub” and “The Red Bow”.</li> <li>▪ Use of Active Reading annotations to identify basic literary elements and themes in short stories: “Chicxulub” and “The Red Bow”.</li> <li>▪ Analytical and close reading skills.</li> <li>▪ Contextual clues and reading strategies.</li> <li>▪ Self-reflection through notetaking/journaling.</li> <li>▪ Literary analysis with support from the text.</li> </ul>

**Standards**

**LA.11-12.RL.11-12.1** - Cite strong and thorough textual evidence 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.

**LA.11-12.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.

**LA.11-12.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).

**LA.11-12.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.

**LA.11-12.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.

**LA.11-12.** - By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**LA.11-12.W.11-12.1.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.

**LA.11-12.W.11-12.1.b** - Develop claim(s) and counterclaims fairly 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.

**LA.11-12.W.11-12.1.c** - Use words, phrases, and clauses as well as varied syntax 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.

**LA.11-12.W.11-12.1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**LA.11-12.W.11-12.1.e** - Provide a concluding statement or section that follows from and supports the argument presented.

**LA.11-12.W.11-12.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.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.

	<p><b>LA.11-12.W.11-12.9.a</b> - Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</p> <p><b>LA.11-12.W.11-12.10</b> - 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.</p> <p><b>LA.11-12.SL.11-12.1.a</b> - 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.</p> <p><b>LA.11-12.SL.11-12.1.c</b> - 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.</p> <p><b>LA.11-12.SL.11-12.6</b> - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p><b>LA.11-12.L.11-12.2.b</b> - Spell correctly.</p> <p><b>LA.11-12.L.11-12.4.a</b> - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>LA.11-12.L.11-12.5.a</b> - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p><b>LA.11-12.L.11-12.6</b> - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ “Chicxulub” by TC Boyle (<i>New Yorker</i> March 1, 2004)</li> <li>▪ “The Red Bow” by George Saunders (<i>Esquire</i> September 2003)</li> <li>▪ Xerox Packet: “Reading and Writing about Literature” “Reading and Writing about Fiction” and “Identifying Themes”</li> </ul>
<b>Notes</b>	

<b>Grade: 12</b> <b>Subject: CP ELA</b>	<b>Unit of Study: <i>Things Fall Apart</i></b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ <i>Things Fall Apart</i> is a work of world literature which examines plight of an Igbo tribe in Africa, focusing on themes of tradition, culture and identity. Students will interact with the text to evaluate, analyze, and appreciate the historical, cultural and literary statements provided by the text.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The exploration and examination of relevant social topics in texts enhances students' understanding of their own lives.</li> <li>▪ The ability to put yourself in the shoes of various characters allows you to gain different perspectives.</li> <li>▪ The elements of drama can be categorized into three major areas: literary elements, technical elements, and performance elements.</li> <li>▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections.</li> <li>▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How can a work of fiction be used to study history and culture?</li> <li>▪ What is the significance of the book's title?</li> <li>▪ What are the essential traits of the characters?</li> <li>▪ What strategies can a reader use to decode unfamiliar vocabulary?</li> <li>▪ How can a reader use support from the text to create an effective literary analysis?</li> <li>▪ What are the most effective techniques are involved in writing informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> <li>▪ What are some of the social norms, laws, traditions that occur during <i>Things Fall Apart</i>?</li> <li>▪ What is the relationship like between the Igbo Tribe and the foreign missionaries?</li> <li>▪ How does Okonkwo's father affect his identity throughout the novel?</li> <li>▪ What is the theme of <i>Things Fall Apart</i> based on specific examples from the text?</li> <li>▪ What effect does Okonkwo's childhood have on his identity? What standards and expectations does he set for himself as a result?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ The historical context of European colonization in Africa</li> <li>▪ Achebe's cultural influences on his writing</li> <li>▪ Vocabulary study</li> <li>▪ Significance of plot development</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Character study</li> <li>▪ Effect of setting on plot and characters</li> <li>▪ Contextual clues and reading strategies</li> <li>▪ Self-reflection through journaling</li> <li>▪ Writing as a process</li> <li>▪ Literary analysis with support from the text</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>▪ <b><i>LA.9-10.RL.9-10.1</i></b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>▪ <b><i>LA.9-10.RL.9-10.2</i></b> - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>▪ <b><i>LA.9-10.RL.9-10.3</i></b> - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> <li>▪ <b><i>LA.9-10.RL.9-10.4</i></b> - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>▪ <b><i>LA.9-10.RL.9-10.5</i></b> - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li> <li>▪ <b><i>LA.9-10.RI.9-10.1</i></b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>▪ <b><i>LA.9-10.RI.9-10.2</i></b> - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>▪ <b><i>LA.9-10.RI.9-10.3</i></b> - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> <li>▪ <b><i>LA.9-10.RI.9-10.4</i></b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</li> <li>▪ <b><i>LA.9-10.RI.9-10.6</i></b> - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.RI.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</i></li> <li>▪ <i>LA.9-10.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></li> <li>▪ <i>LA.9-10.W.9-10.2 - 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.</i></li> <li>▪ <i>LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i></li> <li>▪ <i>LA.9-10.W.9-10.7 - 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.</i></li> <li>▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></li> <li>▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i></li> <li>▪ <i>LA.9-10.SL.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i></li> <li>▪ <i>LA.9-10.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <i>LA.9-10.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</i></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ <i>Things Fall Apart</i></li> <li>▪ Internet and other resources for the background on European Colonization</li> <li>▪ Released testing materials from the NJDOE and College Board; MLA format for research papers</li> </ul>
<b>Notes</b>	