

Verona Public School District Curriculum Overview

English IV CP



Curriculum Committee Members:

Taylor DeMaio
Steven Munoz

Supervisor:

Dr. Sumit Bangia

Curriculum Developed:

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Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

In partnership with a supportive community, we inspire our students to be creative, critical thinkers and compassionate global citizens through dynamic teaching, meaningful curricula, and enriching experiences.

Course Description:

The English IV CP Curriculum is divided into two components: Post-Secondary Literacy and Storytelling. The Post-Secondary Literacy component is designed to establish and create a responsible digital presence, culminating in the assembly of an online portfolio. Students will learn how to draw from personal experiences to compose college essays, cover letters, resumes, and professional emails. The Storytelling component exposes students to traditional and contemporary methods of storytelling through multicultural lenses. Students will be introduced to an array of memoirs, myths, and folklore from around the world. The analyses and evaluations of the unique publication styles will guide students in developing personal voices for their participation in The Moth Project.

Prerequisite(s): English III CP / English III H / AP Literature / AP Language

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
X A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	X CRP2. Apply appropriate academic and technical skills. X CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CRP1. Act as a responsible and contributing citizen and employee. X CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CRP4. Communicate clearly and effectively and with reason. X CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● <i>What Made Maddy Run</i> by Kate Fagan ● <i>Where You Go Is Not Who You'll Be</i> by Frank Bruni ● Web Editors (Wix, Weebly, Google Sites, etc.) ● <i>This Voice in My Heart</i> by Gilbert Tuhabonye ● <i>Persepolis</i> by Marjane Satrapi ● Cultural Folklore/Mythology (TBD) <ul style="list-style-type: none"> ○ Inca Tales (South American) ○ Peruvian Myths and Legends (South American) 	<ul style="list-style-type: none"> ● The Moth Project Educational Portal and Links ● The Moth Daily Docs ● Web Editing Tutorials/Screencasts ● Resumes 101 ● Cover Letters 101 ● Excerpts from <i>What Made Maddy Run</i> and <i>Where You Go Is Not Who You'll Be</i> ● Graphic organizers

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| <ul style="list-style-type: none">○ The Journey to the West (Chinese)○ Strange Tales of a Lonely Studio (Chinese)○ World Folklore for Storytellers: Tales of Wonder, Wisdom, Fools and Heroes (Anthology)● <i>All These Wonders</i> edited by Catherine Burns● The Moth Education Program Curriculum Guide | |
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Unit Title / Topic: Post-Secondary Literacy / Digital Voice

Unit Duration: 8-10 Weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts:

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. 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.

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

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

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.

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

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

- A. Observe hyphenation conventions.
- B. Spell correctly.

Transfer

Transfer Goal:

- Students will be able to compose meaningful, reflective personal narratives to submit as part of their college applications.
- Students will be able to compose and format resumes, cover letters, and professional emails.
- Students will be able to understand the importance of establishing and maintaining a positive, responsible online presence.
- Students will be able to create a digital portfolio through a chosen web editor.

Meaning

Students will understand that:

- Writing a personal narrative leads to self-discovery and personal reflection.
- Digital presence is evaluated by future employers, colleagues, and institutions
- Self-representation is a vital skill for post-secondary life
- Resumes and cover letters employ the same writing process used for essays and creative writing

Essential Questions:

- How does personal reflection lead to the self-discovery necessary to write a narrative?
- How do life events define or influence who you are?
- How can a digital footprint accurately reflect real-world goals and objectives?
- How can a person write about their own experiences and skills in a marketable way?
- How can a person convey their individual goals through writing?

Acquisition of Knowledge & Skills

Students will know:

- A personal essay requires the writer to reflect on his/her own personal experience.
- A good writer utilizes the writing process and continually revises.
- A cover letter requires the writer to reflect on their personal experience and motivation.
- A positive online presence can be instrumental to succeeding in future opportunities.

Students will be able to:

- Write a narrative to develop real events using effective technique with appropriate details and a solid structure.
- Develop and strengthen writing as necessary by planning, editing, revising and rewriting.
- Write a resume that accurately represents their experience.
- Write a cover letter that accurately conveys their motivation and goal.
- Effectively appraise contributions to their digital presence.

Stage 2: Acceptable Evidence

Transfer Tasks

- Students will write, edit, and submit at least one college essay satisfying the criteria of the prompt.
- Students will construct a resume that accurately reflects their skills, experiences, and objectives; prepare a professional cover letter; draft professional emails.
- Students will assemble an online portfolio.

Stage 3: Activities

- College application poll
- Attributes of personal narrative - class discussions, news articles, admissions blogs
- Guidance counselor guest speaker sessions
- Dos, don'ts, and tips of college essay writing
- Read and evaluate sample college essays
- Focus on individual college application/essay topics
- First and last liners
- College essay checklists
- Individual conferencing
- Read and evaluate sample professional resumes
- Draft and revise a personal resume
- Read and evaluate sample cover letters
- Draft and revise a cover letter responding to a sample job posting
- Draft and revise a personal cover letter reflecting motivations and goals
- Read excerpts from Frank Bruni's *Where You Go Is Not Who You'll Be*
- Web Editing Tutorials
- Personal website construction
- Compilation of portfolio materials (Open Letters, Polite Complaints, Reviews, Editorials)
- Drafting writing samples to include in the portfolio

Stage 1: Desired Results**Established Goals:****New Jersey Student Learning Standards (NJSLS) for Language Arts**

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.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

W.11-12.10. 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.

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

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

A. Observe hyphenation conventions.

B. Spell correctly.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Compose a short memoir detailing a significant transformative event of their lives

Meaning

<p>Students will understand: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Writers of memoirs use traditional narrative structure to organize their memories in engaging, readable ways ● Works in the same genre can use different artistic mediums ● Close reading skills for fiction and non-fiction are both used when reading memoirs ● Graphic novels use text and images in tandem to tell a story 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why are readers drawn to memoirs (and why are they consistently best-sellers)? ● What kind of reading experience can memoirs provide? ● What unique story does every person have to tell? ● What are universal aspects of the human experience that transcend place, time, and culture? ● Why do graphic novelists choose that medium for their work? ● How can a writer use their own experiences to create nonfiction?
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Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● The differences between memoir, autobiography, and biography ● The defining characteristics of the memoir genre ● How to utilize narrative structure to create writing based on their lives ● How to analyze graphic novel passages through close reading of images ● Effective reading requires using skills from other genres and mediums in order to construct a well-rounded meaning of the text 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Apply close reading skills to varied texts (including graphic novels) ● Recognize the ways memoirists edit and reconstruct their lives into readable stories ● Critique and appraise memoirs using critical language ● Reflect on their personal experiences in the context of creative writing ● Use constructive criticism to improve their writing ● Deliver effective and constructive criticism to others
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Stage 2: Acceptable Evidence

Transfer Task	
<p>Students will be required to:</p> <ul style="list-style-type: none"> ● Write their own short memoir (10-15 pages long) ● Use the tenets of the memoir genre to shape and inform their craft choices ● Use the mentor texts (memoir excerpts) to plan and organize their writing ● Work with peers to critique, edit, and revise their memoirs 	

Stage 3: Activities

<ul style="list-style-type: none"> ● Reading Memoirs <ul style="list-style-type: none"> ○ Genre study ○ Beginning <i>This Voice in My Heart</i> in class ○ Close reading of passages ○ Genre comparison (biography vs. memoir) with passages from <i>What Made Maddy Run</i> ○ Independent reading of <i>This Voice in My Heart</i> ○ Reading <i>Persepolis</i>

- Analyzing images and text in graphic novels
- Reading quizzes
- Writing Memoirs
 - Pre-writing genre study
 - The goal of memoir
 - The structure of memoir
 - Brainstorming
 - Fitting personal experience into a clear narrative
 - Writer's workshop & teacher conferences
 - Independent writing
 - Peer criticism/revision

Unit Title / Topic: The Moth Project (MP) & Book Club (BC)

Unit Duration: 6-7 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Language Arts

- 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.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- 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.
- 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 formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL. 11-12.1.4. 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.

SL. 11-12.1.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.6. 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.

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

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

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

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

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Lead group discussions to analyze and interpret a text of their choice (BC)
- Create a project depicting their knowledge, analysis and interpretation of text (BC)
- Apply storytelling techniques to confidently tell a story in front of their classmates (MP)
- Conduct and receive constructive feedback to tell stories most effectively (MP)

Meaning

Students will understand:

- The art of storytelling is universally relevant and valuable (MP)
- Telling a story requires courage and vulnerability (MP)

Essential Questions:

- In a world full of advanced technology and seemingly endless inventions, what makes The Moth still relevant and valuable? (MP)

- Storytelling helps capture the human experience by increasing empathy between tellers and the audience (MP)
- Individual preparation is necessary for effective collaboration (BC)
- There are various approaches to analyzing literature (BC)
- Citing textual evidence helps to prove a reader's interpretation (BC)
- Collaboration enhances an individual's interpretation of literature (BC)

- What do both vulnerability and courage have to do with storytelling? (MP)
- Why do certain stories stick with people? (MP)
- Why might certain stories be a part of the fabric of your memory? (MP)
- What is it about the art of storytelling that helps capture the human experience? (MP)
- How is telling and hearing a story different from reading a story? (MP)
- How does a reader construct meaning from a text? (BC)
- How does a reader develop lifelong reading habits? (BC)
- How does a reader develop a reading identity? (BC)
- How do Book Clubs promote a culture of reading? (BC)
- How do readers effectively prepare to engage in book discussions? (BC)

Acquisition of Knowledge & Skills

Students will know:

- Utilizing storytelling techniques increase a story's effectiveness (MP)
- Practicing techniques improves student confidence level and ability to tell a good story (MP)
- Storytelling helps capture the human experience by increasing empathy between tellers and the audience (MP)
- Readers must examine patterns among the structural elements of a text in order to construct meaning (BC)
- Readers define their social relationship with the text by evaluating the writer's motives for telling the story, the sources of characters' behaviors and relationships, and the sources of readers' own responses (BC)
- Readers apply their background knowledge of different fields or topics to their understanding of a text (BC)
- Readers must examine how the expectations, values, and conventions of different institutional or cultural forces shape the text itself as well as readers' responses to and understanding of text (BC)

Students will be able to:

- Reflect on personal experiences to determine lessons learned (MP)
- Apply storytelling techniques to effectively tell personal stories (MP)
- Give and receive constructive feedback to help classmates tell stories most effectively (MP)
- Be vulnerable as a storyteller and an audience member to help increase empathy amongst all members involved (MP)
- Analyze text using textual, social, topical, or cultural approach (BC)
- Prepare for and participate in collaborative discussion about text (BC)
- Reflect on knowledge gained from multiple perspectives (BC)
- Depict and present final interpretation of text (BC)

Stage 2: Acceptable Evidence

Transfer Task

- Tell a story in front of classmates that demonstrates a lesson learned (MP)
- Conduct and receive constructive feedback while telling and listening to stories (MP)
- Students will create and present a project of their choice depicting their interpretation and analysis or focus of text (BC)
- Participate in and lead group discussions to analyze and interpret a text of their choice (BC)

Stage 3: Activities

- Moth Project:
 - Excerpts from *All These Wonders* - Intro and Foreword
 - The Moth Education Program Curriculum Guide
 - The Breakdown of The Moth
 - Sample stories (videos)
 - Establishing a safe space
 - Feedback how-tos
 - Feedback forms and practice
 - Brainstorm games and stories
 - First and last liners
 - Verbal drafts and practice
 - Story analysis and evaluation
 - Moth stories in action
 - Reflection
- Book Club:
 - Reading Survey
 - Book Club Talks introducing titles
 - Book Choice Survey
 - Book Club Talk Reflection
 - Independent reading time
 - Rules established by each Club
 - Book Club meeting agenda
 - Student-led discussion based on passages marked in accordance with completed Bookmark
 - Discussion Record
 - Final Project Participation Statement
 - Final project (product and presentation) - Life Map, Thematic Connection, Body Biography, Censorship Scenario, Cultural Studies

Stage 1: Desired Results**Established Goals:****New Jersey Student Learning Standards (NJSLs) for Language Arts**

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.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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.11-12.7. 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.

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.

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

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

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

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

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

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

- A. Observe hyphenation conventions.
- B. Spell correctly.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Synthesize information across genres and formats to support an original thesis analyzing connections between traditional and contemporary storytelling methods

Meaning

Students will understand:

- Traditions in storytelling have been passed down and reflected upon through different cultures
- A story, myth, or legend can be the basis for derivative or appropriative works that span centuries of cultural development
- Stories can form the basis for a culture's moral code

Essential Questions:

- Why do humans communicate using stories?
- Why is it important to study literature from cultures outside our own?
- How do culturally significant stories affect modern society?
- What universal lessons are taught through folklore and tradition?
- What is it about the art of storytelling that helps capture the human experience?
- Why are stories still essential and valuable to remember, understand, and pass along in an increasingly tech-based world?

Acquisition of Knowledge & Skills

Students will know:

- Structure and significance of folklore and legends from different global cultures
- How to research and review academic texts
- Students use knowledge of prominent cultural tales to become stronger readers by enhancing their understanding of storytelling techniques to further analyze modern texts

Students will be able to:

- Conduct research with the goal of answering abstract questions
- Analyze artistic interpretations of culturally significant stories
- Synthesize information from fiction and non-fiction sources to support their ideas
- Evaluate the various cultural methods of telling a story

Stage 2: Acceptable Evidence

Transfer Task

Students will write a research-based essay responding to a prompt of their choice:

- How are life lessons universal?
- How do the different cultures tell stories in similar/different ways?
- How does artwork enhance a story?
- How are ancient stories echoed in today's experiences?
- Other

Students will be required to:

- Use stories and folklore covered in class to support their thesis
- Use independently researched academic texts to support their thesis
- Utilize and apply MLA format
- Demonstrate mastery of the writing process and standard conventions of writing

Stage 3: Activities

- Independent writing segueing into discussion of essential questions
- Discussion and analysis of multimedia interpretations of cultural tales (art, dance, videos, etc.)
- Asian tales/myths/folklore
 - The Journey to the West (Xi You Ji; Pilgrimage to the West or Adventures of the Monkey God)
 - liáo zhāi zhì yì, Strange Tales of a Lonely Studio
- Native American tales/myths/folklore
- African tales/myths/folklore
- South American tales/myths/folklore
 - Peruvian Myths and Legends
 - Inca Tales
- Research, articles, and discussion of universality of lessons within cultural tales (Think/Pair/Share)