

Unit 1: Human Experience: Conformity, Rebellion, Death

Content Area: **ELA**
Course(s): **ELA 4 AP Lit & Comp**
Time Period: **SeptOct**
Length: **Sample Length & Grade Level**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

English 4 Advanced Placement - Literature and Composition: Grade 12

Unit 1: Human Experience: Conformity, Rebellion, Death

Belleville Board of Education

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Board Approved: August 22, 2016

Unit Overview

This unit will examine the Human Experience: Conformity, Rebellion, and Death through various pieces of literature.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written.

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.11-12.5	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.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

Exit Skills

By the end of this unit the students will understand and identify themes of innocence, guilt, alienation, and suffering.

Enduring Understanding

Reading about human experience is a process by which we construct meaning about the information being communicated by an author and relate it to our own experiences.

Essential Questions

What are the limits of empathy?

Can one human truly understand another?

Should humans judge one another?

What is the function of law/societal conformity? Do they encourage morality?

To what extent are we bound by societal standards?

Learning Objectives

Objectives: By the end of the unit the students will demonstrate the ability to annotate while reading, create a reading journal that exhibits critical reading interaction with the text, and prepare notes for class discussion.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

SOC.6.1.12.B.1.a

Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

SOC.6.1.12.A.1.a

Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

Alignment to 21st Century Skills & Technology

- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

What technology can be used in this unit to enhance learning?

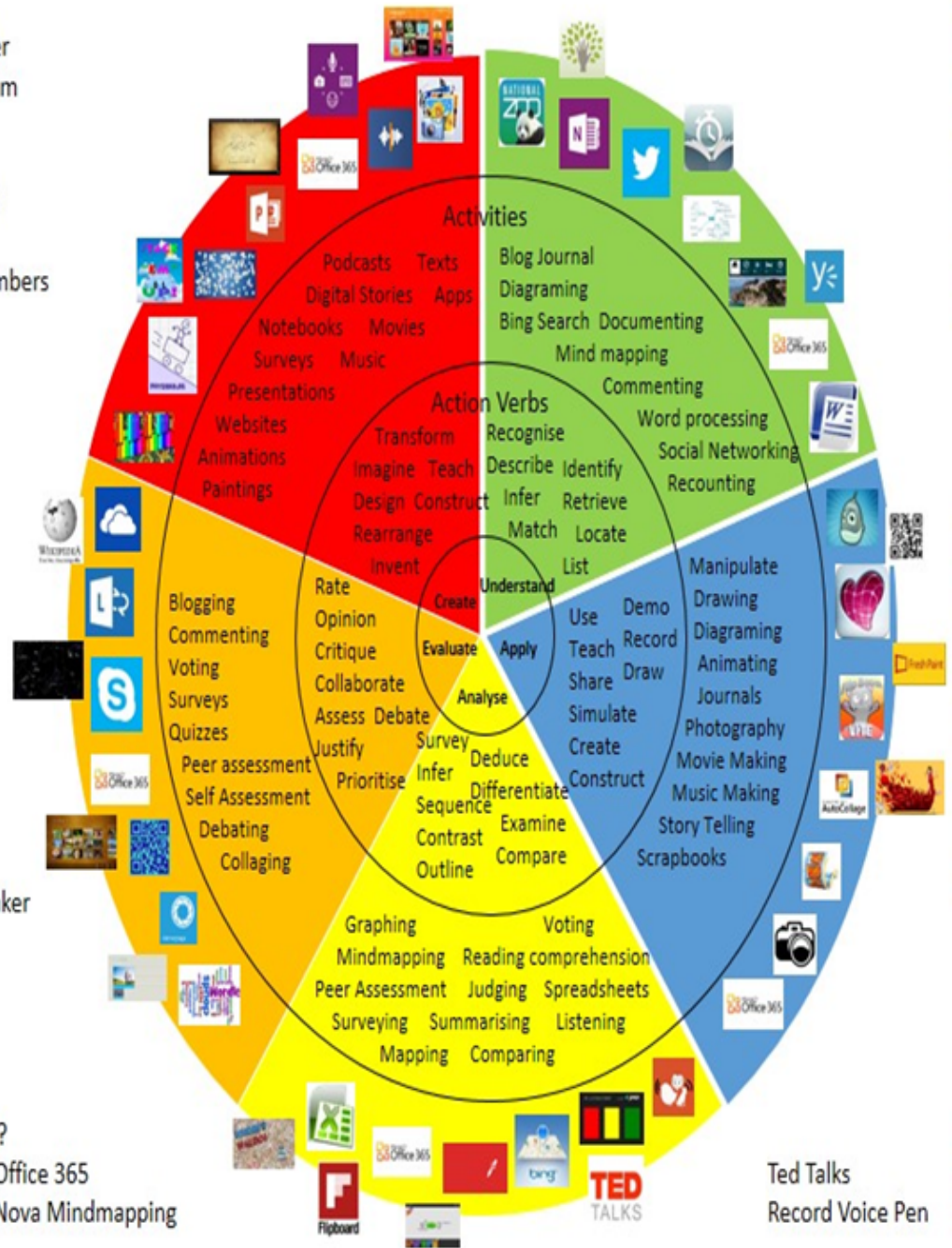
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
 Photostory 3
 Kid Story Builder
 Music Maker Jam
 Paint A Story
 Office 365
 MS PowerPoint
 Stack 'Em Up
 NqSquared Numbers
 Physamajig
 Xylophone 8

Wikipedia
 Skydrive
 Lync
 SkyMap
 Skype
 Office 365
 Puzzle Touch
 Easy QR
 Memorylage
 Life Moments
 Word Cloud Maker

Where's Waldo?
 MS Excel
 Flipboard
 Office 365
 Nova Mindmapping

Ted Talks
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Differentiation

Group students by shared interest and topics.

Create a safe and supportive learning environment.

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast

- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

The Heart of Darkness by Joseph Conrad

Roberts, Edgar V and Jacobs, Henry E Literature: An Introduction to Reading and Writing, 7th Edition, Pearson/Prentice Hall

Ancillary Resources

Internet

Podcast

Literary Criticism

Sample Lesson

Unit Name: Human Experience: Conformity, Rebellion, Death

NJSLS: See attached

Interdisciplinary Connection: World History

Statement of Objective: SWDAT interpret and understand how the theme of innocence as portrayed throughout the story

Anticipatory Set: Writing Journal: Students should think of a time when they when they felt judged. How did they handle it?

Learning Activity:

- Students determine group settings and conduct discussion on Anticipatory Set topic
- Whole group discussion on collective responses

Student Assessment/CFU's:

- Exit Ticket

Materials:

- You Tube video
- Notebooks

21st Century Themes and Skills:

- Global Perspectives
- Civic Literacy
- Creativity and Innovation
- Information Literacy
- Critical Thinking and Problem Solving

Differentiation/Modifications:

- Cooperative groupings

Integration of Technology:

- SmartBoard
- You Tube

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.

