The Human Condition: What Makes us Human?

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **13-15 Weeks**
Status: **Published**

Brief Summary of Unit

Focus: "No man is an island entire of itself; every man is a piece of the continent, a part of the main."
John Donne

Students will explore the essential question; what makes us human? Through close reading, students will study universal themes including those relating to greed, power, ambition, and the quest for knowledge using a combination of canonical works, contemporary literature, nonfiction selections, poetry, images, and films. Through a variety of activities, students will be able to identify, analyze, and utilize several literary devices. Additionally, students will explore multiple interpretations of a text in order to analyze subtext, denotation, connotation, and intertextuality. Students will be expected to transfer these skills in informational, narrative, and persuasive writing. Students may begin the unit by conducting a close reading of literature in which students boil down the basic nature of human existence culminating in literary analysis. Students will then transfer their ability to analyze narrative to a literature circle focused on frame stories and folktales which will culminate in the creation of an original narrative. This study of folklore will be used to analyze mores and the social norms of cultures around the world. Finally, students may break down the language and speaking skills using dramatic pieces. This may include an analysis of multiple interpretations so that they may identify the impact small choices have on a completed whole.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship.

During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interests.

Revision Date: July 2023

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
LA.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.
LA.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.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).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
LA.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.)
LA.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.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).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
LA.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.)
LA.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.
LA.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.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.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.
LA.W.11-12.3.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.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.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).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.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.)
LA.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.
LA.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.
LA.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.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.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.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.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.
LA.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.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.
LA.11-12.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.

Essential Questions/Enduring Understandings

- How do internal monologue and dialogue reveal characterization?
- How do the use of literary devices and figurative language contribute to a theme's complexity?
- How do themes reflect societal concerns?
- How does an analysis of character, setting and conflict help clarify thematic ideas?
- How does an author's intended use of symbols add layers of depth to the development of themes?
- How does literature reflect society?
- How does the desire for power both empower and corrupt an individual?
- How is an author's life reflected in his/her work?
- How may an individual's greed and ambition affect others in society?
- How may different works be connected via a common theme?

- What impact do greed, ambition and power have on the individual?
- What is the difference between denotation and connotation and how can that help with understanding texts?
- What is the significance of adapting a work when it comes to meaning and subtext?
- What makes us human?
- What personal and historical examples does the student associate with these themes?

Students Will Know/Students Will Be Skilled At

- An author's life experiences affect his story-lines and themes.
- An author's style, diction and syntax have an effect on a reader's understanding of characterization, conflict, setting and theme.
- Analyzing different mediums and formats of literature.
- Close reading of fiction and nonfiction texts.
- Comparing and contrasting different works of literature and nonfiction in regards to craft and structure.
- Conducting research and using library databases in order to support arguments.
- Creating connections between two or more texts.
- Different works may be connected via common themes.
- Drawing conclusions, making predictions, and using inference skills to analyze a text.
- Effective literary analysis necessitates citation of textual proof (quoted material).
- General biographical information about authors' lives.
- Historical background of the time period in which a work is set.
- How to properly organize body paragraphs to prove a thesis statement.
- Identifying meanings of words and use them effectively when writing and speaking.
- Key terms associated with a novel, play, short story or poem that include: exposition, rising action, climax, resolution, flashback, allusion, soliloquy, aside, tragedy, tragic hero, internal and external conflict, drama, epiphany, catharsis, frame story, microcosm, sonnet, ballad, point of view, persona, blank verse, iambic pentameter.
- Literary and figurative devices such as alliteration, mood, tone, imagery, simile, metaphor, personification, irony, symbolism, hyperbole, paradox, oxymoron, rhyme, and meter.
- Modern Language Association formats as they apply to literary analysis.
- Organizing the sequence of their writing to make arguments and evidence clear.
- Participating in Literature Circle discussions and activities.
- Reading and comprehending literature, including stories, dramas, and poems, in the grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Recognizing connections between the text and themselves or their society.
- Themes are developed over the course of a work through characterization, conflict, and setting.
- Using textual evidence to support claims in essays or paragraphs.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark

assessment screeners, administered two times per year. Follow-up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis and citing of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Essays
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-

aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Midterm and Final exams
- Common Lit Reading Benchmark, three times per year
- NJGPA
- SAT
- PSAT
- IXL

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Suggested Instructional Materials

Common Reading:

Fictional Text (Novel, Short Story, Poetry)

- *Lord of the Flies* by William Golding
- *Station Eleven* by Emily St. John Mandel
- *The Canterbury Tales* by Geoffery Chaucer
- *Macbeth* by William Shakespeare

Nonfiction Text (Short, Long)

- Selections from *The New York Times*
- Selections from *The Atlantic Monthly*
- Selections from *The Economist*
- Selections from *Time Magazine*

- Selections from *PBS Newshour*
- Selections from *The New Yorker*

Independent/Small Group Reading:

- *Dracula by Bram Stoker*
- *Frankenstein by Mary Shelley*
- *Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- "Carmilla" by J. Sheridan Le Fanu
- *The Picture of Dorian Gray* by Oscar Wilde
- *Annihilation* by Jeff Vandermeer
- *The Bunker Diary* by Kevin Brooks
- *Norse Mythology* by Neil Gaiman
- *The Sandman Volume 3: Dream Country* by Neil Gaiman
- *Mythos* by Stephen Fry
- *A Thousand Ships* by Natalie Haynes
- *Anoka* by Shane Hawk
- *Pandora's Jar* by Natalie Haynes

Visual Text (Art, Photography, Infographic, Film):

- *The Sandman (Netflix)*
- *Station Eleven (HBO)*
- *Station Eleven: The Podcast* (Apple Podcasts)
- *Macbeth (1971)*
- *Macbeth (2015)*
- *The Tragedy of Macbeth (2021)*
- Online *YouTube videos: Various interviews with authors/directors*
- *The Psychology of Evil*
- *Why Good Leaders Make You Feel Safe*
- Art Collections: http://www.metmuseum.org/
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- *The Pardoners Tale*
- *Lord of the Flies*
- Other visual texts are acceptable

Speaking and Listening:

- Podcast: *Freakonomics* episode "Why Is My Life So Hard?"
- Podcast: Station Eleven
- Live Shakespearean Readings
- Hidden Brain: http://www.npr.org/podcasts/organizations/1
- This American Life: https://www.thisamericanlife.org/podcast
- NPR: http://www.npr.org/
- Ted Radio Hour: http://www.npr.org/programs/ted-radio-hour/?showDate=2017-07-28
- Serial: https://serialpodcast.org/

- American History Tellers
- Freakenomics
- The Moth
- Story Corp
- Ted Talks
- Documentaries

Writing (Narrative, Informational, Argument):

Possible Mentor Texts:

- The Best Short Stories of 2017 by Meg Wolitzer
- The Best Essays of 2017 by Leslie Jamison
- Player's Tribune
- The New York Times
- PBS News Hour
- The Atlantic
- The Washington Post
- Teen Ink
- The Moth
- StoryCorp
- Excerpts from Stephen King's, On Writing
- Everything's an Argument by by Andrea Lunsford, John Ruszkiewicz, and Keith Walters

Research:

Cranford High School Media Center Databases:

- JStor
- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- History Channel
- MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08/
- Purdue Owl:https://owl.english.purdue.edu/owl/

Cranford Public Library Online Resources: http://cranford.com/library/

Additional Resources:

- Ad Fontes media bias chart
- Media Bias / Fact Check website
- Chromebooks/laptops
- Google Classroom or other LMS
- SORA

- Swank Streaming
- Digital Theatre+
- Writing Portfolios
- Writer's Notebook/Journal
- Google Suite
- Voice memo application
- Audible
- Padlet
- Jamboard
- Common LIt
- Newsela
- Socrative.com
- Poll everywhere
- Remind.com
- Soundcloud
- Netflix
- YouTube

Teacher Resources

- *Shakespeare Set Free: Sourcebook for Classroom Teachers*, Folger Shakespeare Library
- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *Understanding Comics, Scott McCloud*
- *Making Comics*, Scott McCloud
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan