

	<p>Recommended Resources:</p> <p>Texts:</p> <p><i>2001: A Space Odyssey</i>, Arthur C. Clarke</p> <p><i>Autobiography</i>, Gandhi</p> <p><i>Aeneid</i>, Virgil</p> <p><i>Age of Innocence</i>, Edith Wharton</p> <p><i>Anna Armenia</i>, Leo Tolstoy</p> <p>*<i>Antony and Cleopatra</i>, Shakespeare</p> <p><i>Bhagavad Gita</i></p> <p><i>Beethoven, His Spiritual Development</i>, J. W. N. Sullivan</p> <p><i>Beloved</i>, Toni Morrison</p> <p>*<i>Beowulf</i>, Seamus Heaney (translator)</p> <p><i>Birth of Venus</i>, Sarah Dunant</p> <p><i>Brunelleschi's Dome</i> by Ross King</p> <p><i>Candide</i>, Voltaire</p> <p>*<i>Canterbury Tales</i>, Geoffrey Chaucer</p> <p><i>Connecticut Yankee in King Arthur's Court</i>, Mark Twain</p> <p><i>Crime and Punishment</i>, Fyodor Dostoevsky</p> <p>*<i>Divine Comedy</i>, Dante Alighieri</p> <p><i>Don Quixote</i>, Miguel De Cervantes</p> <p><i>Dr. Faustus</i>, Christopher Marlowe</p> <p><i>Dubliners</i>, James Joyce</p> <p><i>East of Eden</i>, John Steinbeck</p> <p><i>Einstein's Dreams</i>, Alan Lightman</p> <p><i>Faust</i>, Goethe</p> <p><i>For Whom The Bell Tolls</i>, Ernest Hemingway</p> <p><i>Frankenstein</i>, Mary Shelley</p> <p><i>Galileo</i>, Bertolt Brecht</p> <p>*<i>Gilgamesh</i></p> <p><i>Grapes of Wrath</i>, John Steinbeck</p> <p><i>Grendel</i>, John Gardner</p> <p><i>Gulliver's Travels</i>, Jonathan Swift</p> <p><i>Hamlet</i>, Shakespeare</p> <p><i>Heart of Darkness</i>, Joseph Conrad</p> <p>*<i>Henry V</i>, Shakespeare</p>	

Hiroshima, John Hersey
Invisible Man, Ralph Ellison
Jane Eyre, Charlotte Bronte
King Lear, Shakespeare
Leaves of Grass, Walt Whitman
Leonardo's Notebooks, Leonardo Da Vinci
Les Miserables, Victor Hugo
Life of Pi, Yann Martel
Mountains Beyond Mountains, (Quest of Paul Farmer...) Tracy Kidder
My Experiences with Truth, Gandhi
Night, Elie Wiesel
Notes From the Underground, Dostoyevsky
Oedipus Rex, Sophocles
One Hundred Years of Solitude, Gabriel Garcia Marquez
One Thousand and One Nights
Pillars (The) of the Earth, Ken Follett
The Plague, Albert Camus
Power of One, Bryce Courtenay
Pride and Prejudice, Jane Austen
Reading Lolita in Tehran, Azar Nafisi
**Siddhartha*, Hermann Hesse
Silent Spring, Rachel Carson
Snows of Kilimanjaro, Ernest Hemingway
Sophie's World, The History of Philosophy, Jostein Gaarder
Sorrows of Young Werther, Johann Wolfgang von Goethe
Sound and the Fury, William Faulkner
The Tale of Genji, Murasaki Shikibu
Tale of Two Cities, Charles Dickens
Tao Te Ching, Translation Stephen Mitchell
Tartuffe, Jean Baptiste Moliere
**The Prince*, Machiavelli
The Road, Cormac McCarthy
The Stranger, Albert Camus

Online Resources:

Good Reads

<http://www.goodreads.com/genres/humanities>

Penguin Classics

<http://www.penguin.com/static/pages/classics/>

The Greatest Books

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Around the World in 80 Books (listed by country of origin)

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100 Book World Literature titles from Perfection Learning

<https://www.perfectionlearning.com/top-100-world-literature-titles>

Open Culture - includes free educational and cultural media (books, movies, etc.) <http://www.openculture.com>

Words Without Borders <https://www.wordswithoutborders.org/>

wwb-campus.org/ is the WWB campus where you will find reviews of important books published from around the world and find resources to incorporate international literature into our learning units. (see the YouTube intro to this campus).

National Endowment for the Humanities (NEH) <http://www.neh.gov/humanities/classics>

Metropolitan Museum of Art www.metmuseum.org/

Folger Digital Texts <http://www.folgerdigitaltexts.org/?chapter=5&play=Ant&loc=p7>

[“Indian Influences on Western Literature”](#), Center for Global Education

[“The Intersection of Buddhism and the Beat Generation”](#) Sean Negus

[“Eastern Religion and Philosophy in Literature”](#)

[Link to a pretty comprehensive list of Eastern texts broken down by century and country.](#)

Film:

Life of Pi

Gandhi (Attenborough, 1982)

The Da Vinci Code (2006)

Avatar

P.K.

Finding Nemo

Forrest Gump

<http://www.philfilms.utm.edu/2/filmlist.htm>

<http://whatculture.com/film/50-films-that-you-wouldnt-think-were-christian-but-actually-are?page=6>

<http://www.vox.com/culture/2016/12/14/13899722/religion-tv-movies-2016-sausage-party-silence-innocents-america-ns-rectify>

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<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p>Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate culturally diverse texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.1</u></p> <p>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.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - build intentional cross-cultural connections and relationships with others to pose and solve problems collaboratively, to strengthen independent thought, and to develop cultural literacy - understand how literature connects humanity while also celebrates individuality - apply an understanding of tradition to present day culture - develop an understanding of how literature, art, music etc will continue to push a global society forward 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <ul style="list-style-type: none"> - modernism is movement in the arts that aims to break with classical and traditional forms and encompasses an explosion of thought and expression - developments in technology and cross cultural discussions have created a global web of cultures - depending on the definition of isolation, one may or may not be isolated today - you can and you do contribute to world literature and culture in a context beyond the classroom - by analyzing past and current 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> -What do we mean by modernism and contemporary? -How are we a global web of cultures in a new century? -Can anyone, anywhere be isolated today? -How can you add/contribute to world literature and culture? -What insights from humanities can you apply to your own life and times? -How can you predict what the future will look like?

<p><u>CCSS.ELA-LITERACY.RI.11-12.2</u></p> <p>Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</p>	<p>traditions, expressions, and events you can create an outlook for the future.</p>	
Acquisition		
<p><u>CCSS.ELA-LITERACY.RI.11-12.3</u></p> <p>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.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4</u></p> <p>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.)</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - central ideas and development of diverse modern texts - sequencing of complex ideas and arguments in modern texts - how different individuals, ideas, or events interact and develop - writing is clear, coherent, well-developed, organized, and has a purpose intended for a specific audience - writing is a process involving planning, revising, editing, rewriting, or trying a new approach - research is used to answer a question (including a self-generated question) or solve a problem - the internet is a powerful tool for communicating. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - determining the central ideas of various texts of diverse modern texts - analyzing the development of 21st century events in modern texts - identifying and analyzing different approaches to addressing the present and bridging different cultures - analyzing how modern texts address cultural traditions - producing a clear and coherent approach to formal questioning to further expand new understandings.

CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.		
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Code	Evaluative Criteria	Assessment Evidence
M, A	<p>Further information:</p> <p>Student will select four products (at least two written and two multimedia) that they feel best depict who they are as thinkers, writers, and creators</p>	<p>PERFORMANCE TASK(S):</p> <p>GRASPS Goal/challenge - Create a written portfolio that reflects who you are as a global citizen</p>
T, M, A	<p>Students will write a personal reflection that</p> <ul style="list-style-type: none"> ● analyzes the pieces they have chosen to include in their portfolio and why they chose these pieces ● Explores how their portfolio reflects change and growth both in writing/creating and thinking throughout their experience in the course ● Details how they now see themselves as a citizen beyond the walls of New Milford High School, and projects how they will continue to interact with their local, national, and global communities 	<p>Role for student- Global citizen</p> <p>Audience for student work- The world, an audience of conscious global thinkers</p> <p>Situation- An individual preparing to enter the world as a participating citizen of a local, national, and global society; Reflecting on one's place in the world as an agent for change who has grown to become a globally conscious thinker.</p> <p>Products and performances generated by student- a portfolio which contains four pieces of writing from the current school year, AND a written reflection which reviews what the student has learned about themselves as a global citizen and writer throughout the year and also sets goals for contributing positively to contemporary world culture and literature.</p>
T, A	<p>Students will share their portfolio with peers and teachers</p>	
T, M, A	<p>Students will partake in a student lead discussion about who they want to be in the world, the changes they desire to make, and the roles they will take on to make those changes</p>	<p>Standards/criteria for judging success- portfolio of writing that meets English Department standards, written reflection that details how they have grown has a globally conscious thinker and illustrates how they will use their knowledge as they transition into becoming a citizen in a local, national, and global culture.</p>

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">debatesseminarsrole-playingartistic performanceliterature circlespresentationsphoto essayscritical analysisargument essaysdramatic readingparticipating in appropriate eventsusing digital tools for translationspolitical and historical document researchdigital methods that inform our quest for better understanding of a piece from any time period and culture
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Code		
	Pre-Assessment	
	<p>Teacher will select a series of contemporary, global multimedia texts (art, music, poetry, video...) to have students react to in their notebooks.</p> <p>Students reactions should center around:</p> <ul style="list-style-type: none"> -personal reactions/thoughts/feelings about texts -outside knowledge they might have in association to the texts -author's' purpose in creating texts <p>Discuss student responses and ask: What do these texts have in common? How are they relevant to today? How are they relevant to you?</p>	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	
M, A	Students will brainstorm a list of events and technologies that define the “modern” world and the influence these ideas have had in creating the current global culture	Progress Monitoring
T, M, A	Students will read the United Nations’ “Declaration of Human Rights” as a class and complete the following: check Articles that the United States adhere to, check Articles that most global governments adhere to, circle Articles that you believe the world is neglecting	Brainstorm list
M	Teacher will model research and analysis of international news sources covering global news	Annotations and discussion participation
T, M, A	Students will research recent developments in global news and analyze how international news articles cover stories from different perspectives	Research notes and written article analysis
M	Teacher will model choosing a contemporary text by a non-American author and analysis of how the author explores a global issue	

T, M, A	Students will choose a contemporary text written by a non-American author that explores a global issue and record their understanding of the novel through blog posts addressing topics such as: culture, religion, global issues, writing techniques...	Blog posts
T, M, A	Students will partake in class discussions centered around how modern authors address a global audience in their writing as a way to share their stories and culture to a broader audience	Discussion participation and notes
T, M, A	Students will research specific areas and movements in the modern era in which twenty first century forms of communication have made a large impact	Research notes
T, M, A	Students write about connections between the role communication technology plays in their lives and the role it plays in the lives of other teenagers in different parts of the world	Personal reflection and written connection
T, M, A	Students will design a way to demonstrate and share their own understanding of world literature or culture with a larger audience via social media, publishing an online article, creating an awareness campaign in the school or town, submitting creative work to a publisher	Design Plan Written piece/visual/poster Authentication of reaching larger audience

Recommended Resources:

Texts:

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Beloved, Toni Morrison
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Birth of Venus, Sarah Dunant
Brunelleschi's Dome by Ross King
Candide, Voltaire
**Canterbury Tales*, Geoffrey Chaucer
Connecticut Yankee in King Arthur's Court, Mark Twain
Crime and Punishment, Fyodor Dostoevsky
**Divine Comedy*, Dante Alighieri
Don Quixote, Miguel De Cervantes
Dr. Faustus, Christopher Marlowe
Dubliners, James Joyce
East of Eden, John Steinbeck
Einstein's Dreams, Alan Lightman
Faust, Goethe
For Whom The Bell Tolls, Ernest Hemingway
Frankenstein, Mary Shelley
Galileo, Bertolt Brecht
**Gilgamesh*
Grapes of Wrath, John Steinbeck
Grendel, John Gardner
Gulliver's Travels, Jonathan Swift
Hamlet, Shakespeare
Heart of Darkness, Joseph Conrad

**Henry V*, Shakespeare
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Power of One, Bryce Courtenay
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The Tale of Genji, Murasaki Shikibu
Tale of Two Cities, Charles Dickens
Tao Te Ching, Translation Stephen Mitchell
Tartuffe, Jean Baptiste Moliere
**The Prince*, Machiavelli
The Road, Cormac McCarthy
The Stranger, Albert Camus

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Penguin Classics

<http://www.penguin.com/static/pages/classics/>

The Greatest Books

<http://thegreatestbooks.org>

Around the World in 80 Books (listed by country of origin)

<https://bookriot.com/2016/04/28/around-world-80-books-global-reading-list/>

New York Time Best Sellers

<http://www.nytimes.com/best-sellers-books/>

100 Book World Literature titles from Perfection Learning

<https://www.perfectionlearning.com/top-100-world-literature-titles>

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<http://www.vox.com/culture/2016/12/14/13899722/religion-tv-movies-2016-sausage-party-silence-innocents-america>
[ns-rectify](#)

