NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

World Literature and Culture

September 2018

BOE Approved November 2018

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

ESTABLISHED GOALS	Transfer
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).	*Students will be able to independently use their learning to…* - 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 language is used to portray culture - respect different belief systems and extract universal concepts from traditional texts

	Meaning	
CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	UNDERSTANDINGS *Students will understand that...* - religious/spiritual texts reveal a universal search for meaning in life and establish social codes - there are universal characteristics of belief systems found across cultures - individuals can draw from art and literature across cultures to develop their own values and beliefs - belief systems of different societies may be challenged and/or changed when approached with conflict - belief systems are represented through history, literature, art, music,	ESSENTIAL QUESTIONS *Students will keep considering:* - What role or purpose does religion/spirituality serve in a culture? - What are the universal characteristics of belief systems that are common across people and time? - How do individuals develop values and beliefs? - How are cultures shaped by these individual values and beliefs? - What happens when belief systems of societies and individuals come into conflict?

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| CCSS.ELA-LITERACY.RI.11-12.2

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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	- and other forms of expression - spirituality is essential to humanity.	- When should an individual take a stand in opposition to an individual or larger group? - How are belief systems represented and reproduced through history, literature, art, and music?

Acquisition

CCSS.ELA-LITERACY.W.11-12.5	Students will know…	Students will be skilled at…
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;	- central ideas and development of traditional values and beliefs - sequencing of complex ideas and arguments in religions and mythologies - 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 - the research process - the writing process - the internet is a powerful tool for communicating.	- comprehending ancient mythologies, art, rituals, and organized religions - developing cultural sensitivity - appreciating, interpreting, and evaluating values and beliefs across cultures - producing writing which conveys a new cultural perspective - citing source materials to support new ideas - participating effectively in a range of collaborative discussions with diverse partners - building on others' ideas and expressing their own clearly and persuasively.

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		

Code	Evaluative Criteria	Assessment Evidence

		PERFORMANCE TASK(S):
A	Student notes	*Students will show that they really understand evidence of…*
A	Students record ideas and take notes during the dinner	Goal/challenge- Demonstrate an understanding of and respect for a particular culture, belief system or set of rituals.
T, M, A	Listening for viewpoints	Role for student: Member of a chosen culture
T, M, A	Asking questions	Audience for student work: World Religious Conference https://www.worldreligionsconference.org/
T, M, A	Answering questions accurately and thoroughly	Situation - Students are attendees at the World Religious Conference, "a multi-faith event which brings together well-known scholars from the world's major religions to speak on a common topic from the point of view of their respective religious traditions." During the performance task, students will be participating in respectful discussion and dialogue during a dinner party hosted by the conference.
A	Brings a dish and explains how it represents chosen religion	
T, A	Demonstrates respect and decorum	
M, A	Shows sophisticated understanding of their chosen religion	Products and performances generated by student: Students will choose a religion to represent at the conference. As a representative they must come prepared with notes on the basic tenets of a belief system, notes on the chosen "common topic" of the conference, and a food dish to serve at the dinner party. During the conference, students must contribute to the discussion and ask questions.
		Standards/criteria for judging success: Students show preparation, listen, speak and accurately represent their chosen religion, ask questions, and respond respectfully demonstrating depth of thought, expectations/norms

		OTHER EVIDENCE: debates seminars role-playing artistic performance literature circles presentations photo essays critical analysis argument essays dramatic reading participating in appropriate events using digital tools for translations political and historical document research digital methods that inform our quest for better understanding of a piece from any time period and culture

Code	Pre-Assessment	
M	Students will respond in their notebooks, and in a class discussion, to the essential question: "What are the universal characteristics of belief systems that are common across people and time?" Encourage students to list all of the religions of the world about which they know. Finally, introduce essential questions and discuss culminating performance task and learning objectives	

Code	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
M	Students will work in small groups to study and present icons of major religions around the world: Buddhism, Christianity, Islam, Judaism, Hinduism	Google Slideshow which conveys: core beliefs, practices (membership, traditions, forms, history), art & architecture (including music), texts and quotes.
M, A	Students will read *Siddhartha* or common text and analyze an individual's encounter with religion and spirituality throughout the text	Analytical response
	Students will identify icons and tenants of major religions in film. Teacher provides suggestions and uses one film to model in class. Students choose a film, identify religious iconography, and defend their selection of the chosen film using textual evidence.	Argumentative response to film Scene analysis presentation Student/teacher writing conferences
M, A, T	Students will discuss how religion is represented in modern media	Class discussions
M	Students will independently choose a religion to study	Reading notes kept in Google Docs. Weekly annotations/check-ins
T, A	Teacher will guide students through analyzing a religious text	Student/teacher writing conferences
M, A	Students will identify and analyze key texts of the religion for essential beliefs and tenets of the religion	Critical analysis
T, M	Students will demonstrate their understanding of their chosen	Written conversation

T, M, A	religion, and practice respectful conversation, by writing a conversation with a partner who represents a different religion in order to find common ground. Students will prepare notes and references for GRASP	
	Recommended Resources: Texts: *2001: A Space Odyssey*, Arthur C. Clarke *Autobiography,* Gandhi *Aeneid,* Virgil *Age of Innocence,* Edith Wharton *Anna Armenia,* Leo Tolstoy *Antony and Cleopatra,* Shakespeare *Bhagavad Gita* *Beethoven, His Spiritual Development*, J. W. N. Sullivan *Beloved,* Toni Morrison *Beowulf,* Seamus Heaney (translator) *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
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
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
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

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-americans-rectify

	*indicates core text

UbD Template 2.0

UNIT II: Language and Power

ESTABLISHED GOALS	Transfer
Include any national/state/or school goals (Power standards). 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). CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining	*Students will be able to independently use their learning to…* - acknowledge their individual roles in systems of power - use their power of language to challenge and change systems of power - build **intentional** cross-cultural connections and relationships with others to pose and solve problems collaboratively, to strengthen independent thought, and to develop cultural literacy

Meaning	
UNDERSTANDINGS *Students will understand that…* - language is a powerful tool that can be used to maintain or challenge the status quo - chaos plays a role in the creative process - artists, writers and creators act as catalysts for social change - the internet can be a powerful tool for disseminating new and revolutionary ideas.	ESSENTIAL QUESTIONS *Students will keep considering…* - in what ways are language and power inseparable? - how does language influence the way we think, act, and perceive the world? - how can you use language to empower yourself? - what is lost in translations from one language to another? - what are the positive and negative aspects of both chaos and order? - what role does chaos play in the creative process? - how does technology change the way revolutions begin and spread?

where the text leaves matters uncertain. CCSS.ELA-LITERACY.RI.11-12.2 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. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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		
	Acquisition	
	Students will know…	*Students will be skilled at…*
	- specific individuals, ideas, and events develop, interact, and build on one another in literature and culture - texts sometimes leave matters uncertain - 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 - research requires narrowing or broadening the inquiry when appropriate and synthesizing multiple sources on the subject.	- determining one or more central ideas in multicultural texts - analyzing rhetoric *used by powerful speakers* - citing textual evidence to support conclusions drawn - producing clear and coherent writing appropriate to task, purpose, and audience - use rhetoric to challenge a social injustice - analyzing artistic movements and their impact on culture - creating a piece of art meant to influence their own culture, or spark a change.

expectations for writing types are defined in standards 1-3 above.)

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.		

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…*
T, M, A	Students strategically identify an unjust social reality and provide a strong rationale	Goal/challenge- Identify an unjust social reality that exists today. Create a piece of media to publicize a demonstration (protest, rally, march…) addressing the identified issue.
T, M	Students propose concrete possible solutions to an unjust reality	Role for student- Demonstration publicist and media producer (ex: artist, writer, poet, musician, dancer…)
T, M, A	Students use language intentionally to enact change	Audience for student work- the world, specifically present day populations faced by the chosen injustice
T, M, A	Students create a piece of media that is provocative and clearly illustrates the injustice in address	Situation- Students will identify an unjust social reality which exists today. Their task is to create a piece of media which explores the issue, and offers possible solutions to the problem they identify.
T, M	Students engage a larger audience	Products and performances generated by student- Written rationale for the purpose and the projected goal of the demonstration. Piece of media (poem, song, art, dance, video…) that illustrates the purpose of the demonstration. Engagement in dissemination via demonstration, social media, or alternative setting.
		Standards/criteria for judging success- identify and demonstrate understanding of an unjust social reality, propose possible solutions, and convey these ideas through art or literature, engage in your school, local, or online community

		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* debates seminars role-playing literature circles presentations photo essays critical analysis argument essays participating in appropriate events using digital tools for translations political and historical document research digital methods that inform our quest for better understanding of a piece from any time period and culture

Code **M**	***Pre-Assessment*** Students will respond in their notebooks, and in a class discussion, to the essential question: "How can you use language to express and empower yourself?" Finally, introduce essential questions and discuss culminating performance task and learning objectives Or Line Exercise: Have students arrange themselves on a line taped to the floor. Tell students one side is an agree side and one side is a disagree side and the middle is a sliding continuum between the two. Pose a series of statements and ask students to determine their placement on the line with their corresponding viewpoint. Students can stand anywhere on the tape, and they can move around as they think and come to new understandings, or see new perspectives. - Language and power are inseparable - Language influences the way we think - Language influences the way we act - Language influences the way we perceive the world - Language is empowering - Language is mind control - Creativity is chaos	
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
M	Teacher introduces a famous historical revolutionary event in America to activate prior knowledge and class works together to define "revolution"	Student notes
M, A	Students use the definition to identify a historic revolution somewhere else in the world.	Students post revolution choices on a padlet or shared online space

T, M, A	Students will write "A Day In A Life" diary entry to capture what life would be like as an individual during a historic revolution of their choice.	Descriptive diary entry
M	Students will use Google Earth to take a virtual field trip to a site of a historic revolution	Group slideshow presentation describing the site and the revolution which took place there
T, M, A	Students will analyze opposing viewpoints depicted in art, architecture, or writing from a historical revolution and consider how language was used by cultural figures to challenge or uphold the status quo	Analytical response
T	Students will write a personal narrative exploring their own ideals and how they challenge or uphold the status quo of their culture	Personal Narrative
M, A	Teacher chooses writing mini lessons to teach as students write based on student needs. Mini lessons may include: - narrative techniques such as: Character development, plot, dialogue, figurative language, details, insight into narrator's thoughts, different points of view, irony, humor, etc.	Teacher/student conferences note-taking on google docs
M, A	Students will explore current events around the world in order to identify an unjust social reality	
T	Students will choose and study one "unjust social reality" and how it has been handled throughout various historical cultural revolutions	Notes in preparation for GRASP

Recommended Resources:
Texts:
2001: A Space Odyssey, Arthur C. Clarke
Autobiography, Gandhi
Aeneid, Virgil
Age of Innocence, Edith Wharton
Anna Armenia, Leo Tolstoy
Antony and Cleopatra, Shakespeare
Bhagavad Gita
Beethoven, His Spiritual Development, J. W. N. Sullivan
Beloved, Toni Morrison
Beowulf, Seamus Heaney (translator)
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
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

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

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

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-americans-rectify

UbD Template 2.0

Philosophy

ESTABLISHED GOALS	Transfer
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).	*Students will be able to independently use their learning to…* - foster their own curiosity in pursuit of broadening their worldview - acknowledge curiosity as an impetus for intellectual and societal growth - conceptualize and communicate their own burning questions in order to pursue new understandings - consider new answers to age-old questions.

	Meaning	
CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of	UNDERSTANDINGS *Students will understand that…* - curiosity is a facet of human nature - curiosity motivates people and leads them to new discoveries - curiosity empowers groups of people to change their situations or traditions - characters throughout world literature exhibit qualities of curiosity, adventure, and exploration - cultures are spread through exploration and adventure.	ESSENTIAL QUESTIONS *Students will keep considering…* - What makes people curious? - Why do individuals explore the unknown? - How are curiosity and motivation linked? - How do we know what we know? - How does what we know about the world shape the way we view ourselves? - Why is it important to wonder? - When can curiosity be harmful to individuals or their societies? - How is curiosity manifested in art, literature and culture? - How has curiosity shaped the development of cultures?

| the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.11-12.1

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

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 |

Acquisition	
Students will know…	*Students will be skilled at…*
- central ideas and development of philosophical texts - sequencing of complex ideas and arguments in philosophical dialogues - 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 .	- determining the central ideas of various texts on adventure, exploration, and curiosity - analyzing the development of curiosity in literature and artistic expression - identifying and analyzing different philosophical approaches to exploring the world and the human condition - analyzing a complex set of philosophical approaches and explaining how specific philosophies interact - producing a clear and coherent approach to formal questioning to further expand new understandings - participating effectively in a range of collaborative discussions with diverse partners - building on others' ideas and expressing their own clearly and persuasively.

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 <u>here</u>.) <u>CCSS.ELA-LITERACY.W.11-12.6</u> 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. <u>CCSS.ELA-LITERACY.W.11-12.7</u> 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.		

Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S):
M	Students will research a chosen position	GRASPS Goal/challenge: Write a philosophical dialogue
T, M, A	Demonstrate understanding of central points and counter arguments	Role for student: Philosopher
T, A	Analyzing, planning, brainstorming, writing, and performance	Audience for student work: Conversation partner
		Situation: A conversation between two friends
T, M	Students will create and maintain two clear character voices	Products and performances generated by student: Students will perform their prepared dialogue between two opposing viewpoints on a philosophical question of their choice live or on film and present it to the class. Written conversations will include an explanation of each position, a comparison and a contrasting of each position, and a clear conclusion on the issue.
T, M, A	Students will use concrete examples to clarify abstract concepts	
T	Students will create a conclusion that resolves the conflict and suggests new understandings	
		Standards/criteria for judging success: analyze a philosophical question, plan and brainstorm two opposing viewpoints, write a dialogue the explores the philosophical question and resolves it with a clear end point, and performs the piece live or on video.

		OTHER EVIDENCE:
		Students will show they have achieved Stage 1 goals by… debates seminars role-playing artistic performance literature circles presentations photo essays critical analysis argument essays and dialogues dramatic reading participating in appropriate events using digital tools for translations political and historical document research digital methods that inform our quest for better understanding of a piece from any time period and culture

Code		
	Pre-Assessment	
M	Students will respond in their notebooks, and in a class discussion, to the following tasks: List as many types of "exploration" you can think of. Consider the question, "Why do individuals explore the unknown?" List three questions you would like to ask about human exploration. Finally, introduce essential questions and discuss culminating performance task and learning objectives	
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
M	Teacher will introduce clips from *The Truman Show* and ask students why they think Truman decided to leave the safety of "Safe Haven" in favor of the unknown. Teacher may want to discuss the philosophical/religious symbolism throughout the movie as well.	Written response
M	Teacher will group students. Each group will read different accounts of explorers and travelers to identify how and why people explore and the influence exploring has on an individual.	Group slideshow presentation
M, A	Students will examine how "exploration" can be used as a metaphor for a journey through one's own evolution of thought by keeping a log of their own philosophical beliefs. They will consider: What is it we are "searching" for?	Students begin to log their philosophical beliefs. They consider: what are they searching for?
M	Teacher will present the class with a definition of philosophy.	
A	Students work to develop a timeline or web of philosophical movements through time listing: origins, time period, key	

	philosophers, philosophical beliefs	
T, A	Teacher will present students with examples of Discussion and of Dialogue. Students will identify, discuss, and analyze the differences between a discussion and dialogue.	
M, A	Teacher will present class with a model philosophical dialogue to analyze for sequencing of complex ideas and arguments as a class.	Student notes
T, A	Students will role play a philosophical symposium using this shared ancient text.	Student participation in role playing
M, A, T	Students will choose a philosophical text of their choice to analyze for complex ideas and argument.	Main idea notes and craft notes
M, A	Teacher will model the crafting of philosophical questions.	
T	Students will craft philosophical questions to generate and propel their own philosophical thinking.	List of philosophical questions; students choose several to answer in their own log of philosophical beliefs and create questions that can lead others into their philosophical beliefs
T, M, A	Students will practice engaging in an organic philosophical discussion with a partner using guiding questions they developed.	Students can use phones to record the discussions and play them for the class.
T, M, A	Students will create a series of drafts of their formal philosophical dialogue as they work toward completing the GRASP.	Student drafts, notes, and research

Recommended Resources:
Texts:
2001: A Space Odyssey, Arthur C. Clarke
Autobiography, Gandhi
Aeneid, Virgil
Age of Innocence, Edith Wharton
Anna Armenia, Leo Tolstoy
*Antony and Cleopatra, Shakespeare
Bhagavad Gita
Beethoven, His Spiritual Development, J. W. N. Sullivan
Beloved, Toni Morrison
*Beowulf, Seamus Heaney (translator)
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
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
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
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

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-americans-rectify

ESTABLISHED GOALS Include any national/state/or school goals (Power standards). 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). CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	*Transfer*	

	Students will be able to independently use their learning to…
	
	- 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 language is used to portray culture.
	  - respect different belief systems and extract universal concepts	

	Meaning	
	UNDERSTANDINGS *Students will understand that…* - Western authors carry cultural biases about Eastern cultures - "Eastern" is not defined by geography, but by cultural norms - Eastern cultures depict specific values - Eastern cultures have developed genres of art, literature, and music that are uniquely reflective of their belief systems - culture is an expression of humanity, so diverse cultures share deeply human values.	ESSENTIAL QUESTIONS *Students will keep considering…* - What are the cultural biases westerners carry when addressing Eastern culture? - How do we define Eastern culture? - How do genres of art and literature specific to Eastern culture depict Eastern values? - How do Eastern views differ from Western views of the world? - What values persist across Eastern and Western cultures? - What does "unity" mean?

BOE Approved November 2018

CCSS.ELA-LITERACY.RI.11-12. 2	Acquisition	
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. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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.)	*Students will know…* - central ideas and development of Eastern texts - sequencing of complex ideas and arguments in Eastern 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 .	*Students will be skilled at…* - determining the central ideas of various Eastern texts - analyzing the development of Eastern culture in literature and artistic expression - identifying and analyzing different cultural approaches to explaining the world and the human condition - analyzing a complex set of cultural approaches and explaining how specific cultures interact - 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.		

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S):
T, M	Students will analyze a Western text about Eastern culture and address the biases within the text	G: Write a comparative paper R: Cross-Cultural Anthropologist studying culture through literature
T, A	Students will edit and revise a biased text	A: Jury of anthropologists looking to fund new research in the field of textual anthropology
M, A	Students will select a text/film that depicts Eastern or Eastern and Western culture	S: Writing competition to secure funding for cross-cultural Eastern and Western research. This is an opportunity to add a fresh perspective to a newly growing field of study.
T, M, A	Students will make a chart of how the works represent the culture (people, setting, beliefs, fears, justice, ideals, housing, love, food etc. that demonstrate how the film/text elements show that culture.	P: Choose two texts: one which represents Western culture and one which represents Eastern culture. Analyze both texts and brainstorm a way in which both texts address a universal human theme. Write a comparative paper which address the theme in each culture separately, and analyzes the similarities and differences in each text. Prove to your audience why this theme should be further explored and is essential to the study of cross-cultural Eastern and Western research.
M, A	Students will list or make a graphic display of the areas you are going to use to compare/contrast as you follow the theme like: main characters, symbolism, tone, genre, setting, plot, and note how the author uses narrative and other literary elements to convey the theme.	
T, M, A	Students will create an analytical response of how these two words represent cultures	
(T) transfer, (M) Meaning, (A) acquisition		

		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* debates seminars role-playing artistic performance literature circles presentations photo essays critical analysis argument essays dramatic reading participating in appropriate events using digital tools for translations political and historical document research digital methods that inform our quest for better understanding of a piece from any time period and culture

Code	*Pre-Assessment*
	Have students respond to the following prompt in their notebooks:
	Do you agree with Brumet, or Kipling?
M	"'Oh, East is East, and West is West, and never the twain shall meet…' Rudyard Kipling penned these words about 100 years ago; but it is unlikely that he would write these words today. In this twenty-first century, as we are move ever-closer to a global culture, it is clear that 'the twain are meeting'" (Unity: Where East Meets West, Robert Brumet).

Code means the same as stage 2, and is done in the same way	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
M, A	Students will complete a venn diagram to brainstorm perceptions they have about Western and Eastern culture	Venn Diagram
M, A	Teacher will pose the question and students will respond: What does it mean to exist in Western culture? How is our perspective shaped by Western culture? How does the West perceive the East?	Written response
T, M, A	Teacher will present students with a series of short historical accounts from different time periods written about the East meets West traditions. Students will identify perspective from which the account was written. They will identify and analyze cultural bias. Students will identify ways in which the West has been fascinated with the concept of the East	Written analysis
T, M	Students attempt to define "Eastern World" using what they learned from the essays they read	Class Poster with the definition clearly stated
M, A	Students select an Eastern text (which meets the	Students take notes as they read, searching for

M, A	requirements created in the class definition) to read independently for the unit. They will be using this to write their comparative essay.	values, culture and beliefs that are uniquely Eastern, or that differ greatly from Western thought
T, M, A	Teacher introduces Western class text to analyze as a class for traces of Eastern values in text. Text will be read by the whole class and will be used as a comparison to independent texts.	Notes from reading
T, M, A	Students will keep a chart comparing Western and Eastern values, culture and beliefs	Note chart reflecting cultural comparisons and differences
T, M, A	Students will select a text/film that depicts Eastern or Eastern and Western culture and make a chart of how the works represent the culture (people, setting, beliefs, fears, justice, ideals, housing, love, food etc. that demonstrate how the film/text elements show that culture.	Film notes and chart
T, M, A	Students will list or make a graphic display of the areas you are going to use to compare/contrast as you follow the theme like: main characters, symbolism, tone, genre, setting, plot, and note how the author uses narrative and other literary elements to convey the theme.	Written lists and visuals
	Students will create an analytical response exploring how the Eastern and Western worlds represent two similar yet opposing cultures	Writing analysis

	Recommended Resources: Texts: *2001: A Space Odyssey*, Arthur C. Clarke *Autobiography,* Gandhi *Aeneid,* Virgil *Age of Innocence,* Edith Wharton *Anna Armenia,* Leo Tolstoy **Antony and Cleopatra,* Shakespeare *Bhagavad Gita* *Beethoven, His Spiritual Development*, J. W. N. Sullivan *Beloved,* Toni Morrison **Beowulf,* Seamus Heaney (translator) *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

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
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
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-americans-rectify

ESTABLISHED GOALS	*Transfer*
Include any national/state/or school goals (Power standards). 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). CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	*Students will be able to independently use their learning to…* - 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

	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	- modernism is movement in the arts that aims to break with classical and traditional forms and encompuses an explostion 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	-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?

| CCSS.ELA-LITERACY.RI.11-12.2

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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.) | traditions, expressions, and events you can create an outlook for the future. | |

	Acquisition	
	Students will know… - 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.	*Students will be skilled at…* - 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.		

Code	Evaluative Criteria	Assessment Evidence
M, A	Further information: 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	PERFORMANCE TASK(S): GRASPS Goal/challenge - Create a written portfolio that reflects who you are as a global citizen Role for student- Global citizen
T, M, A	Students will write a personal reflection that ● 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	Audience for student work- The world, an audience of conscious global thinkers 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. 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.
T, A	Students will share their portfolio with peers and teachers	
T, M, A	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	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.

		OTHER EVIDENCE: debates seminars role-playing artistic performance literature circles presentations photo essays critical analysis argument essays dramatic reading participating in appropriate events using digital tools for translations political and historical document research digital methods that inform our quest for better understanding of a piece from any time period and culture

Code		
Code	*Pre-Assessment* Teacher will select a series of contemporary, global multimedia texts (art, music, poetry, video…) to have students react to in their notebooks. Students reactions should center around: -personal reactions/thoughts/feelings about texts -outside knowledge they might have in association to the texts -author's' purpose in creating texts Discuss student responses and ask: What do theses texts have in common? How are they relevant to today? How are they relevant to you?	
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
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	Brainstorm list
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	Annotations and discussion participation
M	Teacher will model research and analysis of international news sources covering global news	
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:

2001: A Space Odyssey, Arthur C. Clarke

Autobiography, Gandhi

Aeneid, Virgil

Age of Innocence, Edith Wharton

Anna Armenia, Leo Tolstoy

*Antony and Cleopatra, Shakespeare

Bhagavad Gita

Beethoven, His Spiritual Development, J. W. N. Sullivan

Beloved, Toni Morrison

*Beowulf, Seamus Heaney (translator)

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
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
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
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

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-americans-rectify