

Grade 12 --LA Curriculum Semester -Bible as Literature	Essential Questions
<p>Enduring Understandings</p> <ul style="list-style-type: none"> Literature reveals and influences the culture that produces it. Modern literature often re-works plots, motifs, and themes from universally known literature like myth and the Bible Although some characters and cultures may seem different from us, there are universal qualities of all humans reflected in literature. 	<ul style="list-style-type: none"> How are the stories of the Bible to be understood in their cultural context? What values do the stories in the Bible teach? How have the stories in the Bible influenced Western values and literature?

Pacing	Knowledge/Performance Standards ASD Grade Level Expectations are emphasized.	Performance Task Assessment (Example)	Resources
<p>Estimated: 18 weeks</p> <p>Actual:</p> <p>NOTES:</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> ❑ Various genres in the Bible including history, poetry, epic, short story, essay, folktale, apocalypse, gospel, and oration. ❑ Modern short stories and poems based on Biblical allusions ❑ Library and online research ❑ Media literacy ❑ Novel <p>Writing Focus:</p> <ul style="list-style-type: none"> ➤ Interpretive essay ➤ Research Paper ➤ Film review ➤ Comparison-Contrast Paper (Exposition) ➤ Learning Log (Informal Reader Response) <p>Grammar Focus:</p> <ul style="list-style-type: none"> ➤ Linguistics (Hebrew) ➤ Archaic English grammar and syntax ➤ Problems in translation/alternative translations 	<p>Formative:</p> <ul style="list-style-type: none"> ▪ Creative Projects ▪ Small Group Research Projects ▪ Learning Log ▪ Reader Responses ▪ Film Reviews ▪ Interpretive Paragraphs ▪ Oral Presentations ▪ Group Discussions ▪ Quizzes ▪ Games and Puzzles ▪ Comparison-Contrast Paragraphs ▪ Dramatizations ▪ Creative Writing ▪ Responses to Art Pieces <p>Summative:</p> <ul style="list-style-type: none"> ▪ Interpretive Essays on Job, Ruth, Esther, and Tobit 	<p>Core Materials:</p> <p><i>The Bible</i> (various editions and versions)</p> <p><i>The Bible as/ in Literature. Ackerman, James S and Thayer S Warshaw, ed. 2nd Ed.</i> Scott Foresman, 1995.</p> <p>Michener, James. <i>The Source</i>. New York:Fawcett, 1965.</p> <p>Supplementary Materials:</p> <p><u>Novels:</u></p> <p>Brown, Dan, <i>The DaVinci Code</i> Camus, Albert, <i>The Fall</i> Faulkner, William, <i>A Light in August</i> Hawthorne, Nathaniel, <i>Scarlet Letter</i> Heinlein, Robert, <i>Stranger in a Strange Land</i> Hemingway, Ernest, <i>The Old Man and the Sea</i> Huxley, Aldous, <i>Brave New World</i> Jenkins, Jerry and Tim LaHaye. <i>Left Behind Series</i> Knowles, John, <i>A Separate Peace</i> Lagerkvist, Par, <i>Barabbas</i> Lewis, C.S., <i>The Chronicles of Narnia</i> Mann, Thomas, <i>The Tables of the Law; Joseph and His Brothers</i> Morrison, Toni, <i>Song of Solomon</i> Steinbeck, John <i>East of Eden</i> Steinbeck, John, <i>Grapes of Wrath</i> Twain, Mark, <i>Adventures of Huckleberry Finn</i></p>

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	<p>Grade Level Expectations</p> <p>R.1.2 a. Comprehend literal meaning from text. b. Infer meaning from text.</p> <ul style="list-style-type: none"> The course will be focusing on various works in translation, so students will have much practice in deciphering and interpreting texts, sometimes with alternative translations. <p>R.3.2 Rehearse and read texts aloud to an audience, in performances such as reader’s theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses.</p> <ul style="list-style-type: none"> Students will prepare dramatic readings and creative presentations of texts. They will also prepare oral presentations on selected passages. <p>R.4.1 Apply knowledge of syntax, roots, and word origins and use context clues and reference materials to determine the meaning of new words and to comprehend text.</p> <ul style="list-style-type: none"> Students will work with King James 	<ul style="list-style-type: none"> Research Paper Comparison-Contrast Paper (2 gospels, 2 historical accounts from Chronicles and Samuel/Kings) Midterm and Final Exams <p><u>Literary Devices & Terms</u></p> <ul style="list-style-type: none"> Motif Archetype Etiology Tragedy Acrostic Poetry Parallelism in Poetry Metaphor Personification Allegory Fable Parable Irony Theodicy Allusion Dream Vision Apocalypse 	<p><u>Nonfiction</u></p> <p>Asimov, Isaac. <i>Asimov’s Guide to the Bible</i> <i>Biblical Archaeology</i> (periodical) Endo, Shusaku, <i>A Life of Jesus</i> Feiler, Bruce. <i>Walking the Bible</i> Potok, Chaim, <i>Wanderings</i></p> <p><u>Short Stories:</u></p> <p>Andreyev, Leonid, “Ben Tobit” Bjornson, Bjornsterne, “The Father” Hawthorne, Nathaniel, “Young Goodman Brown” Hawthorne, Nathaniel, “Rappacini’s Daughter” Poe, Edgar Allan, “Masque of the Red Death” Twain, Mark, “The Diaries of Adam and Eve”</p> <p><u>Essays:</u></p> <p><u>Poetry:</u></p> <p>Bogan, Louise, “Women” Byron, George Gordon, Lord, “Darkness” Clifton, Lucille, “Moses” Cullen, Countee, “Simon the Cyrenian Speaks” Cummings, E.E. “i thank You God” Dickinson, Emily, “Eden Is That Old-Fashioned House” Eberhart, Richard, “New Hampshire, February” Eliot, T.S., “Journey of the Magi” Godden, Rumer, “Prayers from the Ark” Hayden, Robert, “Runagate, Runagate” Johnson, James Weldon, “The Creation” Lattimore, Richard, “Rise and Shine” MacLeish, Archibald, “Epistle to Be Left in the Earth”</p>
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	<p>(1611) English and will practice determining meanings of unfamiliar or obsolete words in readings.</p> <p>R.4.2 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information.</p> <ul style="list-style-type: none"> Students will work in small groups and individually preparing written and oral summaries <p>R.4.3 a. Identify and assess the validity, accuracy, and adequacy of evidence that supports an author’s main ideas.</p> <p>b. Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents.</p> <ul style="list-style-type: none"> Students will prepare research projects for which they will have to show analysis of and discrimination among a variety of secondary sources. <p>R.4.5. Student analyzes and evaluates conventions and techniques of genres</p> <ul style="list-style-type: none"> Students will study history, narrative, folktale, poetry, essay in the Bible and in modern works based on Biblical 	<ul style="list-style-type: none"> Genre Redaction Point-of View Epistle/Epistolary 	<p>Millay, Edna St. Vincent, “To Jesus, on His Birthday” Owen, “Parable of the Old Men and the Young” Schwartz, Delmore, “Sarah” Shapiro, Karl, “The Murder of Moses” Spark, Muriel, “Sisera” Walker, Margaret, “Prophets for a New Day” Wright, James “St. Judas”</p> <p><u>Plays:</u> Bock, Jerry, & Sheldon Harnick, <i>The Apple Tree</i> MacLeish, Archibald, <i>J.B.</i> Mankowitz, Wolf, <i>It Should Happen to a Dog</i> Nemerov, Howard, <i>Cain</i> Thurber, James, <i>The Skin of Our Teeth</i> Weber, Andrew Lloyd, <i>Joseph and the Amazing Technicolor Dreamcoat</i>; <i>Jesus Christ, Superstar</i></p> <p><u>Websites:</u></p> <p><u>Audiovisual:</u> (Audio books available at: http://media.asd.k12.ak.us)</p> <p><u>Movies:</u> <i>Joseph and the Amazing Technicolor Dreamcoat</i> <i>Ten Commandments</i> <i>The Prince of Egypt</i> <i>Moses</i> <i>King David</i> <i>The Story of Ruth</i> <i>Jesus Christ, Superstar</i></p>
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	<p>allusions.</p> <p>R.4.6 Student analyzes and evaluates literary elements and devices</p> <ul style="list-style-type: none"> ➤ Student will identify examples of the terms listed above in readings <p>R.4.7 Student expresses opinion, differentiates fact from opinion, critiques the effectiveness of text.</p> <ul style="list-style-type: none"> ➤ Student will research a controversial or disputed issue in Biblical scholarship, differentiating sources. <p>R.4.8 Student connects themes.</p> <ul style="list-style-type: none"> ➤ Students discuss themes and motifs that run through Biblical literature. <p>R.4.9 Student connects and evaluates cultural influences/events.</p> <ul style="list-style-type: none"> ➤ Students interpret Biblical and modern literature in their cultural contexts. ➤ Students see thematic parallels between Biblical and modern texts. ➤ Students will identify Biblical allusions in contemporary literature. 		<p><i>Jesus of Nazareth</i> <i>Barabbas</i> <i>The Robe</i> <i>Mysteries of the Bible (PBS)</i></p>
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	<p>Grade Level Expectations—Writing</p> <p>W.4.1 Student writes about a topic.</p> <ul style="list-style-type: none"> Students prepare short responses, longer informal and polished essays on various topics. <p>W.4.2 Student writes for a variety of purposes and audiences.</p> <ul style="list-style-type: none"> Students compose diary entries of characters, fiction, letters, summaries, poetry, journals, dramatic scripts, and formal academic essays and research papers. <p>W.4.3 Student writes and edits using conventions of Standard English</p> <ul style="list-style-type: none"> Polished assignments are held to standards of proper usage, punctuation, form, and style. <p>W.4.4 Student revises writing</p> <ul style="list-style-type: none"> Students use peer editing and the writing process to complete polished papers. Students will have access to word processing programs for polished papers. <p>W.4.5 Student documents sources</p>		
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	<ul style="list-style-type: none"> ➤ For research papers and oral presentations, students will prepare a list of works cited in proper MLA format. ➤ For written research papers, students will use proper internal (parenthetical) documentation for all sources of information. 		
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