

# BlackHorsePikeRegionalSchool DistrictCurriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> American Studies/English 2A UNIT 1 America: Forming a Nation</p>	<p><b>Unit Summary:</b> This first unit is designed to aid students in understanding the importance of and value in studying history and literature. It seeks to guide students in connecting America's early struggles to their own lives through text selections, projects, and writing assignments. They will explore themes that permeate American literature and history such as Puritanism, colonialism, family, freedom, and revolution.</p>
<p><b>Grade Level(s):</b> 10</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why do we study history?</li> <li>• How are literature and history connected?</li> <li>• Why do conflicts arise when cultures clash?</li> <li>• How do truth and fiction interact in narrative?</li> <li>• How can we identify themes and patterns in text?</li> <li>• Why do themes recur throughout history and literature?</li> <li>• How can we define a complex theme, such as family, through studying various writings?</li> <li>• How can understanding literary theme help us identify ideas and issues in history?</li> <li>• How do contemporary texts aid in our understanding of historical texts?</li> <li>• How do purpose, audience, and context affect our understanding of text?</li> <li>• Why should we explore multiple cultural avenues when studying literature and history?</li> <li>• How can studying literature, music, and art help us to</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Themes in literature are universal and, generally, transcend culture and history.</li> <li>• People construct their meaning of the world based on personal experiences.</li> <li>• Connotations of words change depending on the context.</li> <li>• Understanding vocabulary and grammar usage enhances writing and speaking.</li> <li>• Responsible and informed citizens question their values in relationship to group norms.</li> <li>• Socially-aware individuals take responsibility in their communities.</li> <li>• Well-rounded students take creative risks.</li> <li>• Original thinking has the potential to alter perceptions and create change.</li> <li>• Working collaboratively is an efficient way to discover and reach common goals and improve interpersonal communication.</li> <li>• Understanding the past is crucial to living responsibly in the present and planning for the future.</li> <li>• Entertaining various perspectives leads to broader understanding.</li> <li>• Exposure to various cultural experiences expands one's understanding of the world and his/her own culture.</li> <li>• A text's purpose, audience, and context are connected.</li> <li>• A text's purpose, audience, and context affect the structure and language of text.</li> <li>• Reading complex text enhances our vocabulary and grammar skills.</li> <li>• Vocabulary and grammar can change according to region and time period.</li> </ul>

understand the past?

- How are themes in history and literature applicable to contemporary life?
- What are the benefits to having good vocabulary and grammar skills?
- How does the structure of sentences and paragraphs affect the meaning of a text?
- How do vocabulary and grammar reflect the region and time period?
- How are vocabulary and grammar skills important in everyday life? |

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><b>1. to critically read, analyze, and interpret historical, nonfiction and fiction texts</b></p> <ul style="list-style-type: none"><li>a. to make logical inferences from texts</li><li>b. to cite textual evidence</li><li>c. to identify central ideas, themes, motifs, and symbols in texts</li><li>d. to summarize the main ideas in text</li><li>e. to identify literary elements in text including figurative language, plot structure, characterization, and facets of drama</li><li>f. to define new vocabulary through reference materials</li><li>g. to recognize author's word choice</li><li>h. to describe the impact of the author's point of view</li><li>i. to determine how an author develops a point of view</li><li>j. to express a text's purpose, audience, and context</li><li>k. to create projects and presentations that demonstrate comprehension</li><li>l. to interpret historical texts' use of persuasive rhetoric</li><li>m. to recognize the characteristics of historical periods in text</li></ul>	<p><b>1. RL.9-10.1-10</b> <b>RI.9-10. 1-10</b> <b>SL.9-10.3</b> <b>L.9-10.4.a-d</b> <b>L.9-10.6</b> <b>L.9-10.5.a</b></p>
<p><b>2. to plan, compose, revise, and edit a variety of writing assignments</b></p> <ul style="list-style-type: none"><li>a. to formulate an argument, point-of-view, narrative, or concept</li><li>b. to utilize the proper conventions of English grammar</li><li>c. to use graphic organizers to pre-write and organize writing</li><li>d. to evaluate writing individually</li><li>e. to organize ideas using transitions and paragraph structure</li><li>f. to establish a regular writing regiment using reader's/writer's notebook, journal writing, and open-ended responses</li><li>g. to prepare responses to media (incl. film, art, music, &amp; literature)</li><li>h. to compose appropriate responses</li><li>i. to employ literary analysis to support a thesis</li><li>j. to develop a thesis</li><li>k. to experiment with various writing styles</li><li>l. to use new vocabulary in writing</li><li>m. to incorporate figurative language in writing</li><li>n. to differentiate the eight parts of speech, sentence types, and semicolon vs. colon usage</li></ul>	<p><b>2. W.9-10.2a-f</b> <b>W.9-10.3a-e</b> <b>W.9-10.4-6</b> <b>W.9-10.9a-b.</b> <b>W.9-10.10</b> <b>L.9-10.6</b> <b>L.9-10.5.a-b</b></p>
<p><b>3. to speak and listen actively and effectively</b></p> <ul style="list-style-type: none"><li>a. to participate actively in class discussions, debates, and Socratic Seminars</li><li>b. to evaluate a speaker's perspective and ideas</li><li>c. to formulate questions to add to discussion and dialogue</li></ul>	<p><b>3. SL.9-10.1.a-d</b> <b>SL.9-10.3-6</b> <b>L.9-10.1.b</b> <b>L.9-10.5.a</b></p>

- d. to begin to employ oral presentation skills, such as eye contact; audibility; and body language, for debates, speeches, and projects
- e. to collaborate with peers
- f. to present information
- g. to articulate oral critical responses to media (incl. film, music, art & literature)
- h. to demonstrate a command of formal English
- i. to listen in order to compose notes
- j. to design a presentation

**4. to utilize and incorporate various forms of technology**

- a. to make strategic use of digital media and visual displays to express and enhance presentations
- b. To examine the credibility of diverse media sources
- c. to integrate and evaluate content presented in diverse media and formats.
- d. to compose, edit, revise, publish, and distribute writing samples using various on- and offline programs

**4. SL.9-10.2-5**  
**W.9-10.6**

**Inter-Disciplinary Connections:**

- History** (early colonial; the Great Awakening; growing tensions/culture conflict; American Revolution; Civil Rights Movement)
- Music** (Period Classical; Native American; Blues; Country; and Protest)
- Art** (period painting; Native American art)

**Students will engage with the following text:**

- Elements of Literature, 5<sup>th</sup> Course
  - Suggested selections: Anne Bradstreet poetry; Narrative of the Life of Olaudah Equiano; Mary Rowlandson’s Narrative of the Captivity; Jonathan Edwards’s “Sinners in the Hands of an Angry God;” Patrick Henry’s “Speech to the Virginia Convention;” Thomas Paine; Native American myths
- *Fences*
  - Suggested supplemental texts: James Baldwin’s “Sonny’s Blues;” Ralph Ellison’s prologue to *Invisible Man*
- Shostak, Vocabulary Workshop, Level E (Units 1-3)
- *Grammar in Practice*
  - Suggested topics: parts of speech, sentence types, colon & semicolon
- *Write Source*
  - Thesis statements

- Suggested Supplemental Texts:
  - Slave narratives and captivity narratives
  - Longfellow’s “The Midnight Ride of Paul Revere” and primary source documents concerning Paul Revere
  - Jean De Crevecoeur’s “What is an American?”
  - Anne Bradstreet poetry
  - Enlightenment writers
  - Native American myths (in addition to selections in the text)
  - The Declaration of Independence, Iroquois Constitution, Declaration of Sentiments, and Letters of Abigail to John
  - Thomas Paine’s Introduction to *Common Sense*
- Suggested Independent Reading Texts:
  - Neil Simon’s *Brighton Beach Memoirs*; Lorraine Hansberry’s *A Raisin in the Sun*; Michael Lewis’s *The Blind Side*; Sandra Cisneros’s *The House on Mango Street*; Tennessee Williams’s *The Glass Menagerie*; Arthur Miller’s *Death of a Salesman*
- Suggested Film Components:
  - *The Patriot*: Cinematic symbolism & historical inaccuracies in film (entirety)
  - *Pocahontas*: The real story of Pocahontas vs. the film (clip); *Pocahontas* soundtrack: lyric analysis

**Mentor Texts:**

- *For historical narrative*: slave narratives, captivity narratives, and Native American myths
- *For personal declaration of independence*: Declaration of Independence & Declaration of Sentiments
- *Invisible Man* prologue

**Students will write:**

- **Formal Writing Components with Suggested Topics:**
  - Expository (Pre-Assessment; Summer Reading or American Dream)
  - Narrative (Historical: Creating an Original Myth; Personal: Composing an individual Declaration of Independence OR Personal: modeled from Prologue to Invisible Man)
  - Creative /Analysis (Summer Reading Project)
- **Informal Writing:**
  - Readers/Writers Notebooks, journal entries, quick-writes, and drafts
    - Suggested focus: media responses; reading responses; narrative elements; discussion reflection
  - Short-answer & open-ended responses

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

### DESCRIBE THE LEARNING EXPERIENCE.

#### How will students uncover content and build skills.

##### Suggested list of specific activities:

- **Whole class instruction** - Introduction to historical & literary periods and themes; close reading strategies; how to annotate; how to define words in context; grammar and writing mini-lessons; rhetoric; purpose, audience, and context
- **Socratic Seminars** – “Why Study History;” Narrative of the Life of Olaudah Equiano (Truth in Fiction?); *Common Sense*; “Sonny’s Blues;” Fences (multiple seminars); “Is Government by the Majority Right?”
- **Readers/Writers Notebook & journal writing** – modeling text; responding to theme; responding to text; developing ideas; drafting; revision; peer review; grammar and rhetoric practice
- **Mentor texts** – use with writer’s notebooks and writing assignments (see list under “Students will engage with the following text.”); analysis of style, form purpose
- **Writer’s Workshops** - individual writing conferences; peer conferences (see Readers/Writers Notebook); practice and sharing; strong vs. weak writing (“Top Writer”)
- **Art, Music, & Media responses** – Tell the story of Native American pottery & masks; identify what Native American flute music tells us about culture; Literature connections: Fences with “House That Built Me,” “A Change is Gonna Come,” and “Backwater Blues;” music as narrative or expression of freedom
- **Modeling projects & writing** – outline specific expectations (rubric); show student and teacher examples; discuss different approaches; monitor class work time; reflect on performance and progress
- **Small-group cooperative learning, discussion, and projects** – primary source analysis; revolution mash-up; jigsaw activities with different excerpts; compare/contrast charts
- **Independent reading & reader-response logs & projects** (see suggested lists of works under Resources)
- **Class discussion** – Why study history?; Is blood thicker than water?; Is America really a melting pot?; How can music be a narrative? Can there be truth in fiction?; What is the American Dream? Where does the American Dream come from? How do we see and define freedom? How does a lack of freedom affect how we define freedom? (see “Socratic Seminars:”) How does America want to be perceived on the global stage?
- **Pair/Share activities** – Socratic Seminar preparation; journal responses/writers notebook entries; historical excerpt analysis; Rousseau/philosophy interpretation
- **Note-taking** - Introduction to historical & literary periods and themes; grammar and writing mini-lessons; rhetoric; purpose, audience, and context; on text (annotation) before, during, and after reading/Socratic Seminar
  - **Use of technology** – LMC databases; Smartboard; Projector; Power point; Prezi; music; film; youtube.com; turnitin.com; wikispaces; movie maker (Mac or Windows); blogging (edmodo); flipped classroom
- **Research** – Revolution mash-up project; colonial project; historical narratives
- **Student presentations** – summer reading project; colonial presentation and banquet; revolution mash-up; Fences project; sharing writing; Declaration of Independence project; mini informal presentations
- **Field trips** - Constitution Center; Historic Philadelphia; Springdale Farms; community service

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- **quizzes** to assess understanding of vocabulary & readings
- **homework**, to practice applying skills, including vocabulary, reading & annotation
- **participation**, to practice applying skills, including completion of class work, asking questions, responding to questions
- **discussion**, to engage in analysis, including collaboration with large & small groups, asking and responding to questions
- **Socratic Seminars**, to engage in analysis, including active listening, appropriate responses to opening question and emerging dialogue, reference to text, synthesis of material, reflection on process, extraction and discussion of main ideas/issues in text
- **written responses**, to engage in analysis, application of skills and to assess understanding of key concepts, including responses to literature, discussion, film, music, art, etc.
- **readers/writers notebook**, to engage in analysis, application of skills and to assess understanding of key concepts, including quick-writes, reader response entries, drafts, and experimental writing, varying in length depending on topic and time allowed

### Accommodations/Modifications:

extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support

### Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- **Summer Reading (Benchmark)**
  - **Summer Reading Project:** to assess ability to analyze and evaluate; Portfolio/Diary with written and artistic components, including evaluation of text, creation of artistic representation, and connections to current events, music, and personal history, organized in a portfolio
- **Vocabulary Mastery Test:** to assess understanding and application -- Units 1-3

### Accommodations/Modifications:

extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support

### Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

- **Summer Reading (benchmark):** to assess ability to analyze, evaluate, and create (see above for suggested project description)
- **Essays:** to assess ability to analyze, evaluate; narrate (see "Formal Writing components" for suggested list of essays)
- **Projects:** to assess ability to analyze, evaluate, and create
  - Colonial and/or *Fences*/Declaration of Independence project incorporating written assignments, visual representations, and oral presentation

### Accommodations/Modifications:

Extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> American Studies/English 2A UNIT 2 America: Pursuing a Dream</p>	<p><b>Unit Summary:</b> This second unit is designed to aid students in understanding the importance of and value in studying history and literature. It seeks to guide students in connecting America's growing pains to their own lives, contemporary culture, and societal issues through text selections, projects, and writing assignments. They will explore themes that permeate American literature and history such as the American Dream, freedom, and tolerance.</p>
<p><b>Grade Level(s):</b> 10</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why do we study history?</li> <li>• How are literature and history connected?</li> <li>• Why do conflicts arise when cultures clash?</li> <li>• How do truth and fiction interact in narrative?</li> <li>• How can we identify themes and patterns in text?</li> <li>• Why do themes recur throughout history and literature?</li> <li>• How can we define a complex theme, such as family, through studying various writings?</li> <li>• How can understanding literary theme help us identify ideas and issues in history?</li> <li>• How do contemporary texts aid in our understanding of historical texts?</li> <li>• How do purpose, audience, and context affect our understanding of text?</li> <li>• Why should we explore multiple cultural avenues when studying literature and history?</li> <li>• How can studying literature, music, and art help us to</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Themes in literature are universal and, generally, transcend culture and history.</li> <li>• People construct their meaning of the world based on personal experiences.</li> <li>• Connotations of words change depending on the context.</li> <li>• Responsible and informed citizens question their values in relationship to group norms.</li> <li>• Understanding vocabulary and grammar usage enhances writing and speaking.</li> <li>• Socially-aware individuals take responsibility in their communities.</li> <li>• Well-rounded students take creative risks.</li> <li>• Original thinking has the potential to alter perceptions and create change.</li> <li>• Working collaboratively is an efficient way to discover and reach common goals and improve interpersonal communication.</li> <li>• Understanding the past is crucial to living responsibly in the present and planning for the future.</li> <li>• Entertaining various perspectives leads to broader understanding.</li> <li>• Exposure to various cultural experiences expands one's understanding of the world and his/her own culture.</li> <li>• A text's purpose, audience, and context are connected.</li> <li>• A text's purpose, audience, and context affect the structure and language of text.</li> <li>• Reading complex text enhances our vocabulary and grammar skills.</li> <li>• Vocabulary and grammar can change according to region and time period.</li> </ul>

understand the past?

- How are themes in history and literature applicable to contemporary life?
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- How are vocabulary and grammar skills important in everyday life?

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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><b>1. to critically read, analyze, and interpret historical, nonfiction and fiction texts</b></p> <ul style="list-style-type: none"><li>a. to make logical inferences from and between texts</li><li>b. to cite specific textual evidence to support conclusions drawn from text</li><li>c. to identify and analyze central ideas, themes, motifs, and symbols in and across texts</li><li>d. to summarize the main ideas in text and connect those main ideas to other texts</li><li>e. to identify and analyze literary elements in text including figurative language, plot structure, characterization, and poetic devices</li><li>f. to define new vocabulary through reference materials and context clues</li><li>g. to analyze how word choice affects meaning</li><li>h. to describe and analyze author point of view</li><li>i. to determine how an author develops a point of view, uses rhetorical strategies</li><li>j. to examine text according to purpose, audience, and context</li><li>k. to create projects and presentations that demonstrate comprehension and analysis</li><li>l. to judge historical texts' use of effective persuasive rhetoric</li><li>m. to recognize historical and literary characteristics in text</li><li>n. to compare and contrast various texts according to genre and theme</li></ul>	<p><b>1. RL.9-10.1-10</b> <b>RI.9-10. 1-10</b> <b>SL.9-10.3</b> <b>L.9-10.4.a-d</b> <b>L.9-10.6</b> <b>L.9-10.5.a</b></p>
<p><b>2. to plan, compose, revise, and edit a variety of writing assignments</b></p> <ul style="list-style-type: none"><li>a. to formulate and develop an argument, point-of-view, or concept</li><li>b. to utilize the proper conventions of English grammar and MLA format</li><li>c. to use various types of graphic organizers to pre-write and organize writing</li><li>d. to evaluate writing individually and with a peer</li><li>e. to organize ideas using transitions, paragraph or stanza structure, varied sentence structure and syntax</li><li>f. to establish a regular writing regiment using readers/writers notebook and open-ended responses</li><li>g. to prepare written responses to media (incl. film, art, music, &amp; literature)</li><li>h. to compose responses according to purpose, audience, and context</li><li>i. to employ literary analysis and research to support a thesis</li><li>j. to develop, expand and prove a thesis</li><li>k. to experiment with various writing styles</li><li>l. to use new vocabulary in writing</li><li>m. to incorporate figurative language in writing</li><li>n. to utilize capitalization, parallel structure, modifying phrases, and MLA format properly and effectively</li><li>o. to summarize and paraphrase informational texts</li></ul>	<p><b>2. W.9-10.1</b> <b>W.9-10.2a-f</b> <b>W.9-10.3a-e</b> <b>W.9-10.4-6</b> <b>W. 9-10.7-8</b> <b>W.9-10.9a-b.</b> <b>W.9-10.10</b> <b>L.9-10.6</b> <b>L.9-10.5.a-b</b></p>

<p>p. to apply knowledge of literary movements to writing</p> <p>q. to write responses within a timed setting</p> <p>r. to annotate text for main ideas.</p> <p>s. to conduct short as well as more sustained research projects based on focused questions in order to demonstrate understanding of the subject under investigation</p> <p>3. <b>to speak and listen actively and effectively</b></p> <p>a. to prepare for and participate in class discussions, debates, and Socratic Seminars</p> <p>b. to evaluate a speaker’s perspective, ideas, tone, purpose, audience, style, rhetoric, and point of view</p> <p>c. to formulate questions in order to propel discussion and dialogue</p> <p>d. to employ oral presentation skills, such as eye contact; audibility; inflection; and body language, for debates, speeches, and projects</p> <p>e. to collaborate with peers in order to create presentations</p> <p>f. to present information clearly</p> <p>g. to articulate oral critical responses to media (incl. film, music, art &amp; literature)</p> <p>h. to demonstrate a command of formal English</p> <p>i. to listen in order to compose organized notes</p> <p>j. to design a presentation for a specific audience</p> <p>k. to deliver an impromptu speech</p> <p>4. <b>to utilize and incorporate various forms of technology</b></p> <p>a. to make use of digital media and visual displays to support presentations</p> <p>b. to examine the credibility of diverse media sources</p> <p>c. to evaluate content presented in diverse media and formats.</p> <p>d. to compose, edit, revise, publish, and distribute writing samples using various on- and offline programs</p> <p>e. to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively and to integrate information into the text selectively</p>	<p>3. SL.9-10.1.a-d</p> <p>SL.9-10.2</p> <p>SL.9-10.3-6</p> <p>L.9-10.1.b</p> <p>L.9-10.5.a</p> <p>4. SL.9-10.2-5</p> <p>W.9-10.6</p>
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**Inter-Disciplinary Connections:**

**History** (Constitutional Convention, Founding Fathers, Constitution, Bill of Rights, self-made man, American Dream, slavery, regional differences and conflicts, civil rights)

**Music** (carols, classical, folk, jazz, blues, and rap)

**Art** (American painting, photography): selections that correspond to the reading selections in course anthologies -- *Elements of Literature*, 5<sup>th</sup> course and *The American Experience*

**Students will engage with the following text:**

- Elements of Literature, 5<sup>th</sup> Course
  - Suggested selections: Autobiography of Benjamin Franklin (“Arrival in Philadelphia” & “Moral Perfection”), The Narrative of Life of Frederick Douglass (“The Battle with Mr. Covey”)
- Shostak, Vocabulary Workshop, Level E (Units 4-6)
- *Grammar in Practice*
  - Suggested topics: capitalization, parallel structure, dangling modifiers
- *Write Source*
  - MLA format
  - Writing process
  - Research
- Suggested Supplemental Texts:
  - Frederick Douglass’s “Learning to Read” (from the Narrative) and “Climbing from the Tomb of Slavery”
  - Historical Biographies
  - Kate Chopin’s “A Pair of Silk Stockings”
  - Martin Luther King’s “I Have a Dream” speech
  - Sojourner Truth’s “Ain’t I A Woman?”
  - Langston Hughes Poetry
  - Maya Angelou Poetry
  - Uzupis Constitution
- Suggested Independent Reading Texts:
  - Lorraine Hansberry’s *A Raisin in the Sun*; Sandra Cisneros’s *The House on Mango Street*; Maya Angelou’s *I Know Why The Caged Bird Sings*, John Howard Griffin’s *Black Like Me*; or student choice (focus: American Voices/Perspectives) suggestions: *A Lesson Before Dying*, *The Color of Water*; *Absolutely True Diary of Part-Time Indian*; *How the Garcia Girls Lost Their Accents*; *The Joy Luck Club*; *Mexican Whiteboy*
  - Suggested focus: The Immigrant Experience
- Suggested Film Components:
  - *Remember the Titans*: Cinematic Symbolism & Historical Inaccuracies in Film
  - *Pursuit of Happyness*: Is the American Dream achievable/possible/alive?
  - What Would You Do: Racism & Illegal Immigration (youtube clip)

**Mentor Texts:**

- Expository current events on American Dream/ideas connected to the dream
- Texts with embedded quotes, citations, MLA Format
- Film criticism, poetry criticism (for research paper)
- Research papers (whole or chunked for specific aspect of research)
- Annotated bibliographies
- Films and poems on the American Dream

**Students will write:**

• **Formal Writing Components with Suggested Topics:**

- Research & Analysis (started in 2<sup>nd</sup>, due 3<sup>rd</sup>) -- (Research Paper suggestions: Literary/Historical connection, American Dream; literary periods)
- Expository (American Dream, with research/sources that could be used with research paper)

• **Informal Writing:**

- Readers/Writers Notebooks: reader, music, and film response; quick-writes; prompt-writing; free-writing; and drafts
  - Suggested focus: News/Commentary; American Dream; student-generated topics
- Short-answer & open-ended responses

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

### DESCRIBE THE LEARNING EXPERIENCE.

#### How will students uncover content and build skills.

##### Suggested list of specific activities:

- **Whole class instruction** - Introduction to historical & literary periods, themes, text, and authors; grammar, research and writing mini-lessons
- **Socratic Seminars** – “Moral Perfection,” “Is Government by the Majority Right?,” “The Federalist Papers,” “Ain’t I a Woman?” and “I Want a Wife,” Literature (see “In-class Novel” and “Suggested Supplemental Texts”); Topics/Ideas relating to the American Dream
- **Readers/Writers Notebook & journal writing** – modeling text; responding to theme; responding to text; developing ideas; practicing embedding quotations, using citations, and other research elements
- **Mentor texts** : analysis of style, form, purpose; analysis of poetry, film, and current event; annotated bibliographies; research paper elements
- **Writer’s Workshops** - individual writing conferences; peer conferences (see Readers/Writers Notebook); practice and sharing; strong vs. weak writing (“Top Writer”)
- **Art, Music, & Media responses** – thematic connections between music and art, films (see “Suggested Film Components”), youtube clips (interviews, songs, etc . . . ); analysis of the American Dream in film
- **Modeling projects & writing** - show student and teacher examples; discuss different approaches; monitor class work time; reflect on performance and progress
- **Small-group cooperative learning, discussion, and projects** – primary source analysis; jigsaw activities with different excerpts; compare/contrast charts; literature circles; fishbowl activities
- **Independent reading** (see “Suggested Independent Reading Texts”) with Project (Teacher’s Choice)
- **Class discussion** – “Why study history?”; “Does history repeat itself?;” “Is America tolerant?;” “Is America a democracy?/Do we really have equal rights?” literary themes, motifs, and connections; Is the American Dream still alive?
- **Pair/Share activities** – Socratic Seminar preparation; readers/writers notebook responses; peer-editing
- **Note-taking** - introduction to historical & literary periods and themes, author background; grammar, research, and writing; how to analyze film and poetry; on text (annotation) before, during, and after reading/Socratic Seminar
- **Use of technology** – LMC databases; Smartboard; Projector; Power point; Prezi; music; film; youtube.com; turnitin.com; wikispaces; movie maker (Mac or Windows); blogging (edmodo); flipped classroom
- **Research** – Research paper (see “Formal Writing Components”), expository essay; performance assessment
- **Student presentations** –Projects; informal
- **Guest speakers** – Constitutional Law, Student’s Rights, history of Camden County
- **Field trips** - Walnut Street Theater or Kimmel Center, community service

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- **Quizzes** to assess understanding of vocabulary & readings
- **homework**, to practice applying skills, including vocabulary, reading & annotation
- **participation**, to practice applying skills, including completion of class work, asking questions, responding to questions
- **discussion**, to engage in analysis, including collaboration with large & small groups, asking and responding to questions
- **Socratic Seminars**, to engage in analysis, including active listening, appropriate responses to opening question and emerging dialogue, reference to text, synthesis of material, reflection on process, extraction and discussion of main ideas/issues in text
- **written responses**, to engage in analysis, application of skills and to assess understanding of key concepts, including responses to literature, discussion, film, music, art, etc.
- **readers/writers notebook**, to engage in analysis, application of skills and to assess understanding of key concepts, including quick-writes, reader response entries, drafts, and experimental writing, varying in length depending on topic and time allowed
- **Annotated Bibliography**, to engage responsibly in the research process, to reflect on sources as they help to develop your thesis

### Accommodations/Modifications:

extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support

**Summative Assessments:**

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- **Benchmark Assessment** (reading)
- **Independent Reading Project:** teacher/student choice; should connect American Dream to independent reading novel
- **Vocabulary Mastery Test:** to assess understanding and application -- Units 1-6

**Accommodations/Modifications:**

extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support

**Performance Assessments:**

The following assessments require students to transfer knowledge in the creation of original work.

- **Expository essay:** to assess ability to analyze, evaluate, and create (see "Formal Writing Components" for suggested list of essays)
- **Projects:** to assess ability to analyze, evaluate, and create ; incorporating research, written assignments, visual representations, and oral presentation on research topics: Suggested topic: Film analysis and presentation (related to research paper)

**Accommodations/Modifications:**

extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> American Studies/English 2A UNIT 3: America: Forging an Identity</p>	<p><b>Unit Summary:</b> This third unit is designed to aid students in understanding the importance of and value in studying history and literature. It seeks to guide students in connecting America's burgeoning identity to their own identities and contemporary culture and issues through text selections, projects, and writing assignments. They will explore themes and movements that permeate American literature and history such as Transcendentalism, Romanticism, the American Dream, and tolerance.</p>
<p><b>Grade Level(s):</b> 10</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why do we study history?</li> <li>• How are literature and history connected?</li> <li>• Why do conflicts arise when cultures clash?</li> <li>• How do truth and fiction interact in narrative?</li> <li>• How can we identify themes and patterns in text?</li> <li>• Why do themes recur throughout history and literature?</li> <li>• How can we define a complex theme, such as family, through studying various writings?</li> <li>• How can understanding literary theme help us identify ideas and issues in history?</li> <li>• How do contemporary texts aid in our understanding of historical texts?</li> <li>• How do purpose, audience, and context affect our understanding of text?</li> <li>• Why should we explore multiple cultural avenues when studying literature and history?</li> <li>• How can studying literature,</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Themes in literature are universal and, generally, transcend culture and history.</li> <li>• People construct their meaning of the world based on personal experiences.</li> <li>• Connotations of words change depending on the context.</li> <li>• Understanding vocabulary and grammar usage enhances writing and speaking.</li> <li>• Responsible and informed citizens question their values in relationship to group norms.</li> <li>• Socially-aware individuals take responsibility in their communities.</li> <li>• Well-rounded students take creative risks.</li> <li>• Original thinking has the potential to alter perceptions and create change.</li> <li>• Working collaboratively is an efficient way to discover and reach common goals and improve interpersonal communication.</li> <li>• Understanding the past is crucial to living responsibly in the present and planning for the future.</li> <li>• Entertaining various perspectives leads to broader understanding.</li> <li>• Exposure to various cultural experiences expands one's understanding of the world and his/her own culture.</li> <li>• A text's purpose, audience, and context are connected.</li> <li>• A text's purpose, audience, and context affect the structure and language of text.</li> <li>• Reading complex text enhances our vocabulary and grammar skills.</li> <li>• Vocabulary and grammar can change according to region and time period</li> </ul>

music, and art help us to understand the past?

- How are themes in history and literature applicable to contemporary life?
- What are the benefits to having good vocabulary and grammar skills?
- How does the structure of sentences and paragraphs affect the meaning of a text?
- How do vocabulary and grammar reflect the region and time period?
- How are vocabulary and grammar skills important in everyday life?

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><b>1. to critically read, analyze, and interpret historical, nonfiction and fiction texts</b></p> <ul style="list-style-type: none"><li>a. to make logical inferences from, between, and among texts</li><li>b. to cite specific textual evidence to support conclusions drawn from text</li><li>c. to identify and analyze the development of central ideas, themes, motifs, and symbols in and across texts</li><li>d. to summarize the main ideas in text and correlate them to other texts and literary movements</li><li>e. to identify, analyze and evaluate literary elements in text including figurative language, plot structure, tone, and characterization</li><li>f. to define new vocabulary through and reference materials, context clues, and etymology,</li><li>g. to analyze how word choice affects tone and meaning</li><li>h. to describe and analyze author point of view and its effect on the writing</li><li>i. to determine how an author develops a point of view, uses rhetorical strategies, and constructs a piece of writing</li><li>j. to judge a text according to its effectiveness, purpose, audience, and context</li><li>k. to create projects and presentations that demonstrate comprehension, analysis, and synthesis</li><li>l. to judge historical texts for use of effective persuasive rhetoric and propaganda</li><li>m. to recognize historical and literary characteristics in text and categorize text according to literary movement</li><li>n. to arrange text according to genre and theme</li></ul>	<p><b>1. RL.9-10.1-10</b> <b>RI.9-10. 1-10</b> <b>SL.9-10.3</b> <b>L.9-10.4.a-d</b> <b>L.9-10.6</b> <b>L.9-10.5.a</b></p>
<p><b>2. to plan, compose, revise, and edit a variety of writing assignments</b></p> <ul style="list-style-type: none"><li>a. to formulate, develop, and support an argument, point-of-view, narrative, or concept</li><li>b. to utilize the proper conventions of English grammar</li><li>c. to use and create various types of graphic organizers to pre-write and organize writing</li><li>d. to evaluate writing individually and with a peer</li><li>e. to organize ideas using varied transitions, paragraph/stanza structure, and varied sentence structure</li><li>f. to maintain a regular writing regiment using reader's/writer's notebook, journal writing, and open-ended responses</li><li>g. to prepare written/oral responses to media (incl. film, art, music, &amp; literature)</li><li>h. to compose appropriate responses according to purpose, audience, and context</li></ul>	<p><b>2. W.9-10.1</b> <b>W.9-10.2a-f</b> <b>W.9-10.3a-e</b> <b>W.9-10.4-6</b> <b>W.9-10.7-8</b> <b>W.9-10.9a-b.</b> <b>W.9-10.10</b> <b>L.9-10.6</b> <b>L.9-10.5.a-b</b></p>

- i. to employ literary analysis to support a thesis by using examples and personal experience
- j. to develop a thesis
- k. to experiment with various writing styles
- l. to use new vocabulary in writing
- m. to incorporate figurative language in writing
- n. to choose correct pronouns, homonyms, and verbs
- o. to summarize and paraphrase informational and literary texts
- p. to determine and utilize appropriate stylistic choices in writing poetry
- q. to apply knowledge of literary movements and their characteristics to writing style and theme
- r. to write responses within a timed setting
- s. to annotate text for main ideas, structure and literary elements

**3. to speak and listen actively and effectively**

- a. to prepare for and participate actively in class discussions, debates, and Socratic Seminars
- b. to evaluate a speaker’s perspective, ideas, tone, purpose and audience
- c. to formulate open-ended questions and responses in order to propel discussion and dialogue
- d. to employ oral presentation skills, such as eye contact, audibility, inflection, and body language, for debates, speeches, and projects
- e. to collaborate with peers in order to create and deliver presentations
- f. to present information clearly and concisely
- g. to articulate oral critical responses to media (incl. film, music, art & literature)
- h. to demonstrate a command of formal English
- i. to listen effectively in order to compose organized notes
- j. to design a presentation for a specific audience and purpose

**4. to utilize and incorporate various forms of technology**

- a. to make strategic use of digital media and visual displays to express presentations
- b. to examine the credibility of diverse media sources
- c. to evaluate and integrate content presented in diverse media and formats.
- d. to compose, edit, revise, publish, and distribute writing samples using various on- and offline programs
- e. to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively and to integrate information into the text selectively
- f. to utilize online databases and other online resources

**3. SL.9-10.1.a-d**  
**SL.9-10.2**  
**SL.9-10.3-6**  
**L.9-10.1.b**  
**L.9-10.5.a**

**4. SL.9-10.2-5**  
**W.9-10.6**

### Inter-Disciplinary Connections:

**History** (Economics; Westward Expansion & Manifest Destiny; Religion & Reform; The Changing Role of Women; Road to the Civil War; The Great Depression)

**Music** (Jazz; Spirituals; Period Music)

**Art** (Period photography & painting; 1920s/1930s photography )

### Students will engage with the following text:

- Elements of Literature, 5<sup>th</sup> Course
    - Suggested selections: Irving’s “Rip Van Winkle” or “The Devil and Tom Walker;” Longfellow’s “The Tide Rises, the Tide Falls” and “The Cross of Snow;” Emerson’s “Self-Reliance” and *Nature* (excerpts); Thoreau’s *Walden* (excerpts); “Resistance to Civil Government;” Martin Luther King’s “Letter from Birmingham City Jail;” Lincoln’s “Gettysburg Address;” Hawthorne’s “The Minister’s Black Veil;” Poe’s “The Fall of the House of Usher” and “The Raven;” Whitman & Dickinson poetry; Romantic poetry (incl. Fireside poets)
  - Shostak, Vocabulary Workshop, Level E (Units 7-9)
  - Grammar in Practice
    - Suggested topics: pronoun/antecedent agreement; nominative & objective case; subject/verb agreement; homonyms; spelling rules
  - Write Source
    - Organization, style
  - Suggested Supplemental Texts:
    - Washington Irving’s “The Legend of Sleepy Hollow”
    - Edgar Allan Poe’s “The Bells”
    - Dickinson poetry
    - Whitman poetry
    - Langston Hughes poetry
    - Interview with Rosa Parks
    - Current event articles related to Civil Disobedience
  - Suggested Independent Reading Texts:
    - Jon Krakauer’s *Into The Wild*; Kate Chopin’s *The Awakening*; Thornton Wilder’s *Our Town*; John Steinbeck’s *Of Mice and Men*; Sylvia Plath’s *The Bell Jar*; J.D. Salinger’s *Catcher in the Rye*; Lorraine Hansberry’s *A Raisin in the Sun*
- OR
- Focus on Women’s History Month/Lit circles: Maya Angelou’s *I Know Why the Caged Bird Sings*; Sandra Cisneros’s *The House on Mango Street*; Amy Tan’s *The Joy Luck Club*; Lorraine Hansberry’s *A Raisin in the Sun*; Julia Alvarez’s *How the Garcia Girls Lost Their Accents*; Sylvia Plath’s *The Bell Jar*, Sue Monk Kidd’s *The Secret Life of Bees*; Kate Chopin’s *The Awakening*; Zora Neale Hurston’s *Their Eyes Were Watching God*

- Suggested Film Components:
  - *Of Mice and Men* – Is the American Dream fact or farce?
  - *Vantage Point* & the Art of Perspective

**Mentor Texts:**

- *America Now: Short Readings From Recent Periodicals* (Bedford/St. Martin's)
- Sample Research Papers

**Students will write:**

**Formal Writing Components with Suggested Topics:**

- Argument: Research Paper (See Unit 2 Curriculum)

**Informal Writing:**

- Readers/Writers Notebooks, journal entries, quick-writes, and drafts
- Short-answer & open-ended responses

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

### DESCRIBE THE LEARNING EXPERIENCE.

#### How will students uncover content and build skills.

##### Suggested list of specific activities:

- **Whole class instruction** - Introduction to historical & literary periods, themes, text, and authors; grammar, research and writing mini-lessons
- **Socratic Seminars** – “Resistance to Civil Government” & “Letter from Birmingham City Jail;” “Self-Reliance;” American Dream
- **Readers/Writers Notebook & journal writing** – modeling text; responding to theme; responding to text; developing ideas; revising text; experimenting with style
- **Mentor texts** – non-fiction
- **Writer’s Workshops** - individual writing conferences; peer conferences
- **Art, Music, & Media responses** – How does Jazz music represent the time period?; What can we learn from photographs of the Great Depression?; How is Romantic poetry similar to Romantic art? Is the American Dream fact or farce? How has Romanticism manifested in modern American music and art?
- **Modeling projects & writing** - show student and teacher examples; discuss different approaches; monitor class work time
- **Small-group cooperative learning, discussion, and projects** – primary source analysis; Romantic poetry analysis; jigsaw activities with different excerpts; compare/contrast charts; characteristics of Transcendentalism; speech analysis; independent reading literature circles; fishbowl activities; “The Raven” analysis;
- **Independent reading & reader-response logs & projects** (see suggested lists of works under Resources)
- **Class discussion** – Why Study History?; Is it possible to achieve the American Dream? How do social class and gender affect the achievability of the American Dream?; How does Transcendentalism relate to America today? How are the American Dream and Transcendentalism and connected? Why did Transcendentalism and other reform movements emerge?
- **Pair/Share activities** – Socratic Seminar preparation; journal responses; historical excerpt analysis; poetry interpretation;
- **Note-taking** - Introduction to historical & literary Periods and themes; on text (annotation) before, during, and after reading/Socratic Seminar
- **Use of technology** – LMC databases; Smartboard; Projector; Power point; Prezi; music; film; youtube.com; turnitin.com; ning.com; wikispaces; movie maker (Mac or Windows); blogging (edmodo); flipped classroom
- **Research** – Research Paper; NJ Festival; Current Events; Performance Assessment
- **Student presentations** –NJ Festival; Poetry reading; History/Vocabulary Ho-down
- **Field trips** - community service

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- **quizzes** to assess understanding of vocabulary & readings
- **homework**, to practice applying skills, including vocabulary, reading & annotation
- **participation**, to practice applying skills, including completion of class work, asking questions, responding to questions
- **discussion**, to engage in analysis, including collaboration with large & small groups, asking and responding to questions
- **Socratic Seminars**, to engage in analysis, including active listening, appropriate responses to opening question and emerging dialogue, reference to text, synthesis of material, reflection on process, extraction and discussion of main ideas/issues in text
- **written responses**, to engage in analysis, application of skills and to assess understanding of key concepts, including responses to literature, discussion, film, music, art, etc.
- **readers/writers notebook**, to engage in analysis, application of skills and to assess understanding of key concepts, including quick-writes, reader response entries, drafts, and experimental writing, varying in length depending on topic and time allowed

### Accommodations/Modifications:

extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in class activities; additional project choices; after-school support

### Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- **Research Paper (2 test grades)** (see Unit 2 Curriculum for assignment information)
- **Vocabulary Mastery Test:** to assess understanding and application --Units 7-9
- **Final Reading Assessment:** to assess understanding, applying, analyzing, and evaluating

**Accommodations/Modifications:**

extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in class activities; additional project choices; after-school support

**Performance Assessments:**

**The following assessments require students to transfer knowledge in the creation of original work.**

- **Research Paper (2 test grades)** to understand, apply, analyze, evaluate, and synthesize
- **Independent Study Project on Independent Reading selection:** to assess ability to analyze, evaluate, and create; inquiry-based project in which students drive their research based on a question that emerges from their reading

**Accommodations/Modifications:**

extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in class activities; additional project choices; after-school support

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> American Studies/English 2A</p> <p>UNIT 4: America: Creating an Experience</p>	<p><b>Unit Summary:</b> This fourth unit is designed to continue aiding students in understanding the importance of and value in studying history and literature. It seeks to guide students to independently and collectively connect America's conflicts to their own lives and contemporary culture and issues through text selections, projects, and writing assignments. They will explore themes and movements that permeate American literature and history such as Realism, war, the American Dream, and responsibility.</p>
<p><b>Grade Level(s):</b> 10</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why do we study history?</li> <li>• How are literature and history connected?</li> <li>• Why do conflicts arise when cultures clash?</li> <li>• How do truth and fiction interact in narrative?</li> <li>• How can we identify themes and patterns in text?</li> <li>• Why do themes recur throughout history and literature?</li> <li>• How can we define a complex theme, such as family, through studying various writings?</li> <li>• How can understanding literary theme help us identify ideas and issues in history?</li> <li>• How do contemporary texts aid in our understanding of historical texts?</li> <li>• How do purpose, audience, and context affect our understanding of text?</li> <li>• Why should we explore multiple cultural avenues when studying literature and history?</li> <li>• How can studying literature,</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Themes in literature are universal and, generally, transcend culture and history.</li> <li>• People construct their meaning of the world based on personal experiences.</li> <li>• Connotations of words change depending on the context.</li> <li>• Understanding vocabulary and grammar usage enhances writing and speaking.</li> <li>• Responsible and informed citizens question their values in relationship to group norms.</li> <li>• Socially-aware individuals take responsibility in their communities.</li> <li>• Well-rounded students take creative risks.</li> <li>• Original thinking has the potential to alter perceptions and create change.</li> <li>• Working collaboratively is an efficient way to discover and reach common goals and improve interpersonal communication.</li> <li>• Understanding the past is crucial to living responsibly in the present and planning for the future.</li> <li>• Entertaining various perspectives leads to broader understanding.</li> <li>• Exposure to various cultural experiences expands one's understanding of the world and his/her own culture.</li> <li>• A text's purpose, audience, and context are connected.</li> <li>• A text's purpose, audience, and context affect the structure and language of text.</li> <li>• Reading complex text enhances our vocabulary and grammar skills.</li> <li>• Vocabulary and grammar can change according to region and time period</li> </ul>

music, and art help us to understand the past?

- How are themes in history and literature applicable to contemporary life?
- What are the benefits to having good vocabulary and grammar skills?
- How does the structure of sentences and paragraphs affect the meaning of a text?
- How do vocabulary and grammar reflect the region and time period?
- How are vocabulary and grammar skills important in everyday life?

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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><b>1. to critically read, analyze, and interpret historical, nonfiction and fiction texts</b></p> <ul style="list-style-type: none"><li>a. to utilize logical inferences from, between, and among texts for comprehension and evaluation</li><li>b. to cite specific textual evidence to support and interpret conclusions drawn from text</li><li>c. to analyze and evaluate the development of central ideas, themes, motifs, and symbols in and across texts</li><li>d. to summarize the main ideas in text and correlate them to literary movements, other texts, personal experience, and contemporary issues</li><li>e. to understand, identify, analyze and evaluate literary elements in text including figurative language, plot structure, author style and tone, characterization, and overall organization</li><li>f. to define and differentiate new vocabulary and parts of speech through reference materials, context clues and etymology</li><li>g. to analyze and estimate how word choice affects tone and meaning</li><li>h. to describe and analyze author point of view and its effect on the writing</li><li>i. to determine how and why an author develops a point of view, uses rhetorical strategies, and constructs a piece of writing</li><li>j. to judge text according to purpose, audience, and context</li><li>k. to create projects and presentations that demonstrate comprehension, analysis, and synthesis on a literal and figurative level</li><li>l. to judge historical texts for effective of persuasive rhetoric and propaganda</li><li>m. to categorize texts according to historical period and literary movement</li><li>n. to appraise text according to purpose, audience and tone</li></ul>	<p><b>1. RL.9-10.1-10</b> <b>RI.9-10. 1-10</b> <b>SL.9-10.3</b> <b>L.9-10.4.a-d</b> <b>L.9-10.6</b> <b>L.9-10.5.a</b></p>
<p><b>2. to plan, compose, revise, and edit a variety of writing assignments</b></p> <ul style="list-style-type: none"><li>a. to formulate, develop, and support and elaborate on an argument, point-of-view, narrative, or concept</li><li>b. to utilize the proper conventions of English grammar</li><li>c. to use and create various types of graphic organizers to pre-write revise writing</li><li>d. to evaluate writing individually and with a peer and revise according to evaluation</li><li>e. to organize varied ideas using transitions, paragraph structure, varied sentence structure, and effective word choice</li><li>f. to maintain a regular writing regiment using reader's/writer's notebook, journal writing, and open-ended responses</li><li>g. to prepare written and oral critical responses to media (incl. film, art, music, &amp; literature)</li><li>h. to compose effective responses according to purpose, audience, and context</li><li>i. to employ literary analysis, personal experience, research, and historical facts to</li></ul>	<p><b>2. W.9-10.1</b> <b>W.9-10.2a-f</b> <b>W.9-10.3a-e</b> <b>W.9-10.4-6</b> <b>W. 9-10.7-8</b> <b>W.9-10.9a-b.</b> <b>W.9-10.10</b> <b>L.9-10.6</b> <b>L.9-10.5.a-b</b></p>

support a thesis by using examples as evidence

j. to develop, explain and prove an insightful thesis

k. to experiment with various writing styles

l. to use new vocabulary in writing

m. to incorporate figurative language and new vocabulary in writing

n. to summarize, paraphrase and edit independently, with a peer, and through teacher/student writing conferences

o. to determine and utilize appropriate and effective stylistic choices in writing prose and poetry

p. to apply knowledge of literary movements and their characteristics to writing style, theme, and structure

q. to write responses within a timed setting

r. to annotate text for main ideas, structure, literary elements, author's choices, and connections to other texts

### **3. to speak and listen actively and effectively**

a. to prepare effectively and participate actively in class discussions, debates, and Socratic Seminars

b. to evaluate a speaker's perspective, ideas, tone, purpose, audience, style and rhetoric

c. to formulate open-ended questions and appropriate responses in order to propel discussion and dialogue

d. to successfully employ oral presentation skills, such as eye contact, audibility, inflection, and body language, for debates, speeches, and projects

e. to collaborate and communicate with peers in order to create and deliver presentations

f. to present information clearly, concisely, and logically

g. to articulate oral critical responses to media (incl. film, music, art & literature)

h. to demonstrate a command of formal English

i. to listen effectively in order to compose organized notes

j. to design an engaging presentation for a specific audience and purpose

### **4. to utilize and incorporate various forms of technology**

a. to make strategic use of digital media and visual displays to express and enhance presentations

b. to examine the credibility of diverse media sources

c. to evaluate and integrate content presented in diverse media and formats.

d. to compose, edit, revise, publish, and distribute writing samples using various on- and offline programs

e. to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively and to integrate information into the text selectively

f. to utilize online databases and other online resources

**3. SL.9-10.1.a-d**

**SL.9-10.2**

**SL.9-10.3-6**

**L.9-10.1.b**

**L.9-10.5.a**

**4. SL.9-10.2-5**

**W.9-10.6**

## Inter-Disciplinary Connections:

**History** (Seeds of Discontent, Civil War, Slavery, Reconstruction, Industrialization, Westward Expansion)

**Music** (Period music, Civil War music, Native American music, the Blues)

**Art** (Period photography & painting; Civil War photography; Native American art; Modern Art )

## Students will engage with the following text:

- Elements of Literature, 5<sup>th</sup> Course
  - Suggested selections: Author biographies; Mark Twain short stories; Ambrose Bierce's "An Occurrence at Owl Creek Bridge," Walt Whitman poetry; Louisa May Alcott's "Hospital Sketches;" Stephen Crane's "War is Kind;" Anne Sexton poetry; Sylvia Plath poetry
- F. Scott Fitzgerald's *The Great Gatsby*, Tennessee Williams's *A Streetcar Named Desire* OR *Glass Menagerie*, Wes Moore's *The Other Wes Moore*
  - Supplemental text for *Glass Menagerie*: Tennessee Williams's "Portrait of a Girl in Glass"
- Shostak, Vocabulary Workshop, Level E (Units 10-12)
- *Grammar in Practice*
  - Suggested topics: gerunds, infinitives, participles
- *Write Source*
  - Self and peer evaluation, revision, writing conferences
- Suggested Supplemental Texts:
  - "Keeping the Dream Alive" Meacham (*Time*)
  - Walt Whitman's *Drum Taps* poems
  - Ambrose Bierce's *Devil's Dictionary*
  - Lincoln poetry
  - Civil War poetry
  - Frederick Douglass's Civil War texts
  - Bret Harte's "The Outcasts of Poker Flat"
  - Modern war poetry (incl Wilfred Owen)
  - Modernism poetry
  - Ishmael Beah's *A Long Way Gone* (excerpt)
  - Doris Lessing's "To Room 19"
  - Excerpt from *The Jungle*
  - "Why Students Aren't Fighting Forever 21" (factory conditions)
- Suggested Independent Reading Texts:
  - James Weldon Johnson's *The Autobiography of an Ex-Colored Man*, Tennessee William's *A Streetcar Named Desire*, Maya Angelou's *I Know Why the Caged Bird Sings*, Kate Chopin's *The Awakening*, Wes Moore's *The Other Wes Moore*, student choice
- Suggested Film Components:
  - Youtube clips: Ishmael Beah reading; Levi's Commercials featuring Walt Whitman's poetry; Dr. Seuss's "The Zax,"
  - *Dead Poets Society*: The Moses Figure: Mr. Keating & Lincoln

- *Walt Whitman, American Experience* (PBS)
- *A Streetcar Named Desire* (clips)
- *An Occurrence at Owl Creek Bridge*: Realism in film-making
- *The National Parks: America's Best Idea* (PBS series)

**Mentor Texts:**

*America Now: Short Readings From Recent Periodicals* (Bedford/St. Martin's) |

**Students will write:**

**Formal Writing Components with Suggested Topics:**

**CHOOSE ONE**

- Creative Narrative or Personal Narrative
  - Suggested: Respond to Modern Art in story-form; "Walking in Two Worlds" personal narrative (poetry or prose)
- Analysis
  - Suggested topics: war poetry analysis
- Expository
  - Suggested topics: Lincoln/Keating compare/contrast; independent reading book report
- Poetry
  - Suggested topics: Observation "Imagism" poem; found poem; imitation poetry

**Informal Writing:**

- Readers/Writers Notebooks
  - Suggested focus: Major essay
- Journal entries, quick-writes, and drafts
- Short-answer & open-ended responses

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

### DESCRIBE THE LEARNING EXPERIENCE.

#### How will students uncover content and build skills.

##### Suggested list of specific activities:

- **Whole class instruction** - Introduction to Historical & Literary Periods and Themes
- **Socratic Seminars** – Civil Wars (excerpt from *A Long Way Gone*); Why Study History?; War Poetry; “Why the Best Books are Written in Blood;” *The Killer Angels* & Gettysburg; “Occurrence at Owl Creek Bridge” (story and film); Is the American Dream still alive? Ethical Responsibility & Factory Conditions
- **Readers/Writers Notebook & journal writing** – modeling text; responding to theme; responding to text; developing ideas; revising text; experimenting with style; taking risks with writing
- **Mentor texts** – texts specific to the type of writing chosen for the major essay
- **Writer’s Workshops** - individual writing conferences; peer conferences
- **Art, Music, & Media responses** –What story/stories do photographs tell? What can we learn about a culture or time period based on its art and media? How does the relationship between Mr. Keating and his students (*Dead Poet’s Society*) compare to the relationship between Abraham Lincoln and Walt Whitman? How does Whitman’s life influence his writing?
- **Modeling projects & writing** - show student and teacher examples; discuss different approaches; monitor class work time
- **Small-group cooperative learning, discussion, and projects** – primary source analysis; Civil War poetry analysis; jigsaw activities with different excerpts; compare/contrast charts; literature circles; fishbowl activities
- **Independent reading & reader-response logs & projects** (see suggested lists of works under Resources)
- **Class discussion** – Why Study History?; Is it possible to achieve the American Dream? How do different belief systems affect achievability of the American Dream?; Is there a connection between social class and beliefs? Where do our beliefs come from? (Inherently prejudice? Learned?) Where do we see the effects of the Civil War today? Where do writers get their ideas? Who are modern-day Moses/Lincoln figures? American exceptionalism/perspectives on America; What are America’s values/priorities? (How do we know?)
- **Pair/Share activities** – Socratic Seminar preparation; journal responses; historical excerpt analysis; poetry interpretation; peer editing
- **Note-taking** - Introduction to historical & literary Periods and themes; on text (annotation) before, during, and after reading/Socratic Seminar
- **Use of technology** – LMC databases; Smartboard; Projector; Power point; Prezi; music; film; youtube.com; turnitin.com; ning.com; wikispaces; movie maker (Mac or Windows); blogging (edmodo); flipped classroom
- **Student presentations** – speeches (demonstration, impromptu, monologue, research-based); projects (see assessments for suggested assignments); performance assessment

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- **quizzes** to assess understanding of vocabulary & readings
- **homework**, to practice applying skills, including vocabulary, reading & annotation
- **participation**, to practice applying skills, including completion of class work, asking questions, responding to questions
- **discussion**, to engage in analysis, including collaboration with large & small groups, asking and responding to questions
- **Socratic Seminars**, to engage in analysis, including active listening, appropriate responses to opening question and emerging dialogue, reference to text, synthesis of material, reflection on process, extraction and discussion of main ideas/issues in text
- **written responses**, to engage in analysis, application of skills and to assess understanding of key concepts, including responses to literature, discussion, film, music, art, etc.
- **readers/writers notebook**, to engage in analysis, application of skills and to assess understanding of key concepts, including quick-writes, reader response entries, drafts, and experimental writing, varying in length depending on topic and time allowed

### Accommodations/Modifications:

(extra time; preferential seating; re-takes; oral and written instruction; after-school support; supplementary readings to expand in class activities; additional project choices; after-school support)

### Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- **Projects** -- to assess ability to analyze, evaluate, and create  
Suggested projects: to assess ability to analyze and evaluate; Walt Whitman *Drum Taps* Cinemoem, through which students recreate and modernize a Whitman war poem as a short video; " independent reading project, "Create Your Own Cliff-Notes;" Author- Study: Creation of electronic profiles for authors
- **Final Performance Assessment** -- to assess ability to analyze, evaluate, and create  
Suggested project: Inquiry-based research assignment based on a student-generated question about the American Dream (2 test grades)
- **Vocabulary Mastery Test:** to assess understanding and application -- Units 1-12

### Accommodations/Modifications:

Suggested for students with 504 plans and IEPs: extra time; preferential seating; re-takes; oral and written instruction; after-school support

Suggested for gifted & talented students: supplementary readings to expand in class activities; additional project choices; after-school support

### Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

- **Essays:** to assess ability to analyze, evaluate, and create (see "Formal Writing components" for suggested list of topics)
- **Projects:** to assess ability to analyze, evaluate, and create (see suggested projects above)

### Accommodations/Modifications:

(extra time; preferential seating; re-takes; oral and written instruction; after-school support; supplementary readings to expand in class activities; additional project choices; after-school support)