# Paulsboro Schools

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# Curriculum

## Language Arts

## Grade <11>

## <2010 - 2011>

## \* For adoption by all regular education programs

## Board Approved: Sept. 2012

## as specified and for adoption or adaptation by

**all Special Education Programs in accordance**

**with Board of Education Policy.**

**PAULSBORO SCHOOL DISTRICT**

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| **Superintendent****Dr. Frank Scambia****BOARD OF EDUCATION****Ms. Sharon Downs, President****Mrs. Dolores Burzichelli, Vice President****Mrs. Barbara Dunn****Ms. Bonnie Eastlack****Mr. Louis Fabiani\*****Mr. Gerald Hodges, Sr.****Mrs. Regina M. James****Mr. Joseph L. Lisa****Mr. Joseph M. Quinn****Mr. Thomas Ridinger****Curriculum writing team members:****\*Greenwich Township Board of Education Representative** |

**Paulsboro Schools Mission Statement**

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| The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level. |

**INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS**

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| **Introduction/Philosophy:**Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21st century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking , and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking , strategizing, communicating, and acting democratically in the world.**Educational Goals (taken from NJCCCS)**1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>
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**New Jersey State Department of Education Core Curriculum Content Standards**

**A note about Science Standards and Cumulative Progress Indicators:**

The New Jersey Core Curriculum Content Standards for **Science**were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

clicking on this link will take you here:



Pick your content area

Select the grade level you’re working on here

Find CPI’s, assessments, and resources here

Select all to see all the standards that apply

Click search to start process

This page has been added to help with clarity of purpose for the curriculum writer.

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**New Jersey State Department of Education Core Curriculum Content Standards**

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<http://www.njcccs.org/search.aspx>

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with…. The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

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| **Content Area** | **Science** |
| **Standard**Enduring understanding | **5.1 Science Practices:**All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science. |
| **Strand**Essential Question | **A. Understand Scientific Explanations :**Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.Educational goal |

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| **By the end of grade** | **Content Statement** | **CPI#** | **Cumulative Progress Indicator (CPI)** |
| P | Who, what, when, where, why, and how questions form the basis for young learners’ investigations during sensory explorations, experimentation, and focused inquiry. | 5.1.P.A.1Conceptual understanding | Display curiosity about science objects, materials, activities, and longer-term investigations in progress. |
| 4 | Fundamental scientific concepts and principles and the links between them are more useful than discrete facts. | 5.1.4.A.1 | Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences. |

This page has been added to help with clarity of purpose for the curriculum writer.

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**Scope and Sequence Map**

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| **Quarter 1** |
| **Big Idea 1****The American Dream:The Early American Experience** | **Big Idea 2****Narrative Writing** |
| **Quarter 2** |
| **Big Idea 1****American Voices**  | **Big Idea 2****Expository Writing** |
| **Big Idea 3****The African-American Experience** |  |
| **Quarter 3** |
| **Big Idea 1****Disillusionment and The American Dream** | **Big Idea 2****The Research Paper** |
| **Quarter 4** |
| **Big Idea 1****Disillusionment and The American Drama** | **Big Idea 2****Contemporary Voices: The American Dream** |

The next portion of this document deals with management of curriculum.

Essential Questions, Enduring Understandings, and Sample Conceptual Understandings can be taken from the NJCCCS for each discipline found at:

<http://www.nj.gov/education/aps/cccs/>

Suggestions for Instructional tools/ materials/technology/ resources/ learning activities/ Inter-discipline Activities and assessment models can be found in the CPI’s (Cumulative Progress Indicators) portion of the NJCCCS; or may be materials you already use. If you chose to use your own materials they need to be of equal or better quality and at the same high cognitive levels that are noted in the parenthesis in the CPI’s.

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teachers.

You need to have one page like this for every Big Idea you identified on the Scope and Sequence Map pages of this document.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

**Curriculum Management System – Big Idea 1**

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| **Subject/ Grade level English III** |  |
| **Quarter 1****Objective/ Cluster Concept/ Cumulative Progress Indicators****Taken from CPI’s in NJCCCS standards**<http://www.nj.gov/education/aps/cccs/>**The student will be able to:**R.L.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.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.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | **Big Idea 1: The American Dream** |
| **Topic: The Early American Experience** |
| **Overarching Goals:**1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>
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| **Goal: The student will be able to define the American Dream and how it was shaped by early influences.** |
| **Essential Questions:**How do early American works treat similar themes and topics?What are effective methods in an author’s exposition or argument?**Enduring Understanding:**Early American works are a reflection of cultural and societal values of the time in which they are written.Persuasive authors and speakers use a variety of rhetorical devices to convince their readers and listeners. | **Suggested Learning Activities:*** Read, illustrate, create Native American myths
* Explore songs of the American Dream
* Study Puritan works (poetry and sermons)
* Compare Bradford and Smith accounts
* Group readings of early American documents – share in a reading with class
* Analyze rhetorical devices in *The Declaration of Independence*
* Write a persuasive “Letter to the Principal”
* Read Franklin’s autobiography and *Poor Richard’s Almanac*
* Create aphorisms (proverbs)
* Review Jeopardy on Units 1&2
* Note taking of lecture/video presentations
* Lessons on vocabulary in context

**Assessment Models*** Quizzes and Tests
* Holistic Scoring of open-ended questions and persuasive essay
* Oral presentations
* Homework/classwork

**Resources:***Prentice Hall: The American Experience** Native American myths, Bradstreet, Bradford, Smith, Taylor, Edwards, Jefferson, Franklin, Henry, Paine, de Crevecoeur, editorial cartoons

Teacher handoutsSmartboardStreaming video clipsSong recordingsCenter for Learning resourcesSupplemental text* *Hip Hop Poetry and the Classics*
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**Curriculum Management System - Big Idea 2**

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| **Subject/ Grade level English III** |  |
| **Quarter 1****Objective/ Cluster Concept/ Cumulative Progress Indicators****Taken from CPI’s in NJCCCS standards**<http://www.nj.gov/education/aps/cccs/>**The student will be able to:**W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.3.a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.W.11-12.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.W.11-12.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).W.11-12.3.d.. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.W.11-12.3.e.. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.L.11-12.3.a.Vary syntax for effect, consulting references (e.g., Tufte’s*Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | **Big Idea: Narrative writing** |
| **Topic: Personal Narrative** |
| **Overarching Goals:**1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>
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| **Goal: The student will be able to write a personal narrative using effective technique, details and event sequences.** |
| **Essential Questions:**How do writers engage their readers by sharing personal experiences?What are the qualities of an effective narrative?How is word choice and language usage crucial to narrative writing?**Enduring Understanding:**Writers engage the reader by introducing a problem and developing characters and events to relate the experience.Writers use a variety of techniques (dialogue, pacing, suspense, etc)to develop experiences, events, and/or characters to contribute to the overall tone of the narrative.Effective use of language conveys a vivid picture of the experience, events, setting, and/or characters. | **Suggested Learning Activities:*** Examine models of good narratives
* Pre-writing
* Writing and editing
* Peer revision
* Self-reflection and scoring using NJ holistic rubric

**Assessment Models:*** NJ registered holistc scoring rubric
* Classwork/Homework
* Participation

**Resources:*** *Write Source*text
* *Write Source* graphic organizers, writer’s checklist, and sensory detail chart
* *Fish Cheeks* by Amy Tan
* teacher-produced models
* NJ rubric
* Smartboard
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**Curriculum Management System Big Idea 1**

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| **Subject/ Grade level English III** |  |
| **Quarter 2****Objective/ Cluster Concept/ Cumulative Progress Indicators****Taken from CPI’s in NJCCCS standards**<http://www.nj.gov/education/aps/cccs/>**The student will be able to:**RL.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.RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)SL.11-12.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.L.11-12.5.a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | **Big Idea 1** **American Voices** |
| **Topic: The American Romantic Tradition** |
| **Overarching Goals:**1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>
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| **Goal: Students will examine romantic ideals through the study of American short stories, essays and poetry from the 1800s.** |
| **Essential Questions:**How did Romanticisminfluencethe literature of the early 19th Century?How have the major themes of Romantic and Transcendental literature influenced American society?**Enduring Understanding:**Texts from the Romantic period often exhibit commonalities in structure, content and/or underlying meaning.Many of the philosophies of the period influenced important literary, social, and political movements in later centuries. | **Suggested Learning Activities:*** Romanticism power point
* Individual, group and class readings of various short stories and poems
* Videos/notes
* Interactive *Raven*
* Moby Dick viewing and reading assignment
* The Walden Experiencewebquest
* Listening activity
* Emily Dickinson group project
* Open-ended questions
* Review Jeopardy

**Assessment Models*** Tests/Quizzes
* Classwork/Homework
* Oral presentation
* NJ holistic scoring for open-ended responses

**Resources:***Prentice Hall: The American Experience** Irving, Melville, Poe, Bryant, Holmes, Fireside poets, Emerson, Thoreau, Whitman, Dickinson

*Moby-Dick* movieStreaming biographies of Poe, Dickinson, ThoreauSmartboardLaptops |

**Curriculum Management System Big Idea 2**

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| **Subject/ Grade level English III** |  |
| **Quarter 2****Objective/ Cluster Concept/ Cumulative Progress Indicators****Taken from CPI’s in NJCCCS standards**<http://www.nj.gov/education/aps/cccs/>**The student will be able to:**W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.W.11-12.2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.W.11-12.2.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.W.11-12.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.W.11-12.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | **Big Idea** **Expository writing** |
| **Topic: Literary analysis** |
| **Overarching Goals:**1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>
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| **Goal: Students will examine a theme of a non-fiction book and explain that theme through effective expository writing.** |
| **Essential Questions:**How do the philosophical, sociological, and psychological implications of American culture at a particular time period influence literary themes and characters?How can citing a text help strengthen the argumentation in a paper?**Enduring Understanding:**Creators of text employ particular words, structures and strategies to convey different messages. | **Suggested Learning Activities:**Poetry explicationOn-demand expository practice Teacher-student conferencesRewrites**Assessment Models:** Holistic Scoring of EssaysHomework/classwork**Resources:***The Write Source*Emily Dickinson*Narrative of the Life of Frederick Douglass* |

**Curriculum Management System Big Idea 3**

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| **Subject/ Grade level English III** |  |
| **Quarter 2****Objective/ Cluster Concept/ Cumulative Progress Indicators****Taken from CPI’s in NJCCCS standards**<http://www.nj.gov/education/aps/cccs/>**The student will be able to:**R.I.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.RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  | **Big Idea: The African-American Experience** |
| **Topic: Voices of Slavery** |
| **Overarching Goals:**1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>
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| **Goal: Students will read a slave narrative in order to understand the impact of slavery in American literature.** |
| **Essential Questions:**How can dramatic elements impact a non-fiction work?How can voices of slavery shape our view of society?**Enduring Understandings:**The form of a work of literature affects the meaning of the work and the process of interpretation of the text.Readers establish a context for understanding by merging life experiences and knowledge of vocabulary, reading strategies, and techniques and structures specific to the author’s purpose. | **Suggested Learning activites:** * Reading/listening to slave spirituals
* Biographical film on Frederick Douglass
* Vocabulary lessons
* Comparison charts
* Listening activities
* Small-group discussions

**Assessment Models*** Tests/Quizzes
* Classwork/Homework
* Notebook check
* NJ holistic scoring for open-ended responses

**Resources:***Prentice Hall: The American Experience** Slave spirituals

*Narrative of the Life of Frederick Douglass*Smart Board |

**Curriculum Management System – Big Idea 1**

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| **Subject/ Grade level English III** |  |
| **Quarter 3****Objective/ Cluster Concept/ Cumulative Progress Indicators****Taken from CPI’s in NJCCCS standards**<http://www.nj.gov/education/aps/cccs/>**The student will be able to:**RL-11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.L.11-12.4.c.Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. | **Big Idea** **Disillusionment and The American Dream** |
| **Topic: The American Novel** |
| **Overarching Goals:**1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>
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| **Goal: Students will analyze modern fiction and the concept of the American Dream.** |
| **Essential Questions:**What are the societal obstacles that preclude attainment of the American Dream?How did the dominant characteristics of modern literature reflect a growing disillusionment with American life?**Enduring Understandings:**Themes represent a universal view or a comment on life or society.Texts are both a reflection of and a contributor to cultural and societal values of the time in which they are written. | **Suggested Learning Activities:*** Videos on authors and time periods
* Notes/Discussion
* Listening activities
* 1920s research
* SmartBoard reviews
* Open-ended questions
* Group readings
* Character analysis
* Non-fiction 1920s reading
* Gatsby jeopardy

**Assessment Models:** * Homework
* Classwork
* Quizzes/tests
* Oral presentation

**Resources:***Prentice Hall: The American Experience** Langston Hughes
* Zora Neale Hurston,
* Steinbeck,
* Alice Walker

*The Great Gatsby*– novel, film, and audio recording*Latitudes*Center for Learning resourcesTeacher handouts |

**Curriculum Management System Big Idea 2**

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| **Subject/ Grade level English III** |  |
| **Quarter 3****Objective/ Cluster Concept/ Cumulative Progress Indicators****Taken from CPI’s in NJCCCS standards**<http://www.nj.gov/education/aps/cccs/>**The student will be able to:**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.W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of contentW.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.)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.L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.11-12.2.a.Observe hyphenation conventions.L.11-12.2.b.Spell correctly. | **Big Idea: The Research Paper** |
| **Topic: Writing a research paper on a social issue** |
| **Overarching Goals:**1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>
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| **Goal: Students will produce a research paper using credible primary and secondary sources, pre-writing strategies, in-text citations, and an MLA bibliography.**  |
| **Essential Questions:**What are the steps of the research process?How can research and technology be used to support writing?**Enduring Understandings:**Writing is a process involving planning, drafting, revising, editing, and publishing.Research and technology support all aspects of language arts. | **Learning Activities:**Examine models of research papersUse library for researchExplore databases for sourcesWatch the research process (Projectable)Notecard modelingMLA lessons**Assessment Models:**ObservationNotecardsOutlineRough DraftFinal term paper**Resources:***Write Source* bookResearch paper projectables diskLibrary databasesSmart BoardLaptopsTeacher handouts |

**Curriculum Management System Big Idea 1**

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| **Subject/ Grade level English III** |  |
| **Quarter 4****Objective/ Cluster Concept/ Cumulative Progress Indicators****Taken from CPI’s in NJCCCS standards**<http://www.nj.gov/education/aps/cccs/>**The student will be able to:**RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)Rl.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9.a.Apply g*rades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).L.11-12.1.a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.L.11-12.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. | **Big Idea: Disillusionment and the American Drama** |
| **Topic: Drama** |
| **Overarching Goals:**1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>
 |
| **Goal: Students will analyze modern drama and the concept of the American Dream.** |
| **Essential Questions:**How do contemporary writers explore American themes and values in drama?How do the philosophical, sociological, and psychological implications of American culture at a particular time period influence literary themes and characters?**Enduring Understandings:**Through time, great works of literature have illustrated human struggles, exposed social flaws and inspired social reform.A play is meant to be seen. The dialogue in a play insists that the audience interact with the characters to construct meaning. | **Suggested Learning Activities:**View streaming videos on author/historical backgroundRead articles about author and historical backgroundOral reading/actingVocabulary and comprehension workJournal writingClass discussionsListening activitiesFilm viewing**Assessment Models:**Homework/ParticipationQuizzes on each actDiscussionProjects**Resources:***Prentice Hall: The American Experience** *The Crucible*

*Fences* Teacher handouts*The Crucible* movieSmartboardCenter for Learning resourcesStreaming videos from Discovery |
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**Curriculum Management System Big Idea 2**

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| **Subject/ Grade level English III** |  |
| **Quarter 4****Objective/ Cluster Concept/ Cumulative Progress Indicators****Taken from CPI’s in NJCCCS standards**<http://www.nj.gov/education/aps/cccs/>**The student will be able to:**RL-11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). SL.11-12.1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.SL.11-12.1.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Big Idea** **Contemporary Voices: The American Dream** |
| **Topic: The Memoir** |
| **Overarching Goals:**1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>
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| **Goal: Students will read a memoir and analyze its theme.** |
| **Essential Questions:**How does reading about the struggles and triumphs of others impact us?In the face of adversity, what causes some to prevail and some to fail?**Enduring Understandings:**Narratives allow us to share observations, perceptions or personal experiences to connect with and influence the world.The individual’s attitude and response to conflict and change impact his ability to prevail. | **Suggested Learning Activities:**Literature circlesSilent conversationSSRExamGroup projectDiscussionPost-it questionsPowerpoint presentation**Assessment Models:**ClassworkJournal WritingHomeworkTestOral Presentation/project**Texts or authors:***Angela’s Ashes* by Frank McCourt*The Color of Water* by James McBride*The Glass Castle* by Jeannette Walls*A Long Way Gone* by Ishmael Beah*Chinese Cinderella* by Adeline Yen Mah*Mini Lessons for Literature Circles*SmartboardLaptops |

Course Benchmarks

These are the CPI’s you identified in the Curriculum Management system. They are the things your students will be able to do when they are finished this course.

**Students will be able to:**

1. **Define the American Dream and how it was shaped by early influences.**
2. **Write a personal narrative using effective technique, details and event sequences.**
3. **Analyze literature of various time periods and the changing voice of America.**
4. **Write effective expository essays based on non-fiction reading.**
5. **Explain the impact of slavery in American literature.**
6. **Anaylze modern fiction and the concept of the American Dream.**
7. **Produce a research paper using credible primary and secondary sources, pre-writing strategies, in-text citations, and an MLA bibliography.**
8. **Recognize the theme of the American Dream in drama.**
9. **Independently read literature to explore a theme.**