

Paulsboro Schools



Curriculum

Literature and Humanities

Grade 11-12

January, 2011

*** For adoption by all regular education programs
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy.**

Board Approved: Sept 2012

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Paulsboro Schools

Mission

The mission of the Paulsboro School District is to provide each student the 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

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.>

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

A note about English Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for <CONTENT AREA> 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.nj.gov/education/aps/cccs/>

Literature and Humanities

Scope and Sequence - MAP

Quarter I	
Big Idea: Stereotypes and Prejudices Define both terms and learn how society has learned them and ways to change how we view the world.	Big Idea: Rwanda, Africa and Darfur, Sudan Learn about the geographic features, location, economy, lifestyles, hardships, and atrocities that have occurred in these regions.
Big Idea: Native Americans Learn about the geographic features, location, economy, lifestyles, hardships, and atrocities that have occurred in these different tribes.	Big Idea: Mexican Americans I. Learn about the geographic features, location, economy, lifestyles, hardships, and atrocities that have occurred in different cultures in South America and North America
Quarter II	
Big Idea: Holocaust Learn about the causes and effects of the Holocaust and how it could have been prevented.	Big Idea: African Americans Identify key people in the Civil Rights movement and how they have helped to change racism in America.
Big Idea: Armenians Define the term genocide, its causes and effects, and give examples of different groups of people who have experienced genocide	Big Idea: Irish Americans II. a. Learn about the geographic features, location, economy, lifestyles, hardships, and atrocities that have occurred in different cultures in Ireland throughout the country's history.

Quarter III

Course meets 1 st and 2 nd quarters	Course meets 1 st and 2 nd quarters
Course meets 1 st and 2 nd quarters.	Course meets 1 st and 2 nd quarters.
Quarter IV	
Course meets 1 st and 2 nd quarters.	Course meets 1 st and 2 nd quarters.
Course meets 1 st and 2 nd quarters.	Course meets 1 st and 2 nd quarters.

Suggested days of Instruction	<p>Curriculum Management System</p> <p>Subject/Grade Level: 11-12 Literature and Humanities</p>	Big Idea: Racism and stereotype
		Topic: Racism and stereotype
		Overarching Goals: (1) These are the educational goals from page 4.
		Goal 1: The student will be able to define the terms racism and stereotype, research different times throughout history they have occurred, and explain how different groups of people have overcome both terms.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: <ul style="list-style-type: none"> 1.1. <Enter objectives here.> <p>The students will be able to define racism and stereotype.</p> <p>The students will be able to research and give a presentation to the class on racism/prejudice.</p> <p>The students will be able to analyze different types of prejudice in the world today.</p>	Essential Questions, Enduring Understandings, Sample Conceptual Understandings <ul style="list-style-type: none"> • <Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.> <p>Essential Questions:</p> <p>What are “human rights” and who determines them?</p> <p>How do we determine the role, power, and responsibility of men and women?</p> <p>How is power used and abused?</p> <p>How is the Holocaust portrayed in novel <u>Boy in the Striped Pajamas</u>?</p> <p>What is the purpose the author of <u>Night</u> is trying to make in his novel?</p> <p>Enduring Understandings:</p> <p>Students should understand how stereotypes and racism negatively affect many groups of people throughout history.</p> <p>Students should be able to explain how power of certain individuals has been used negatively throughout history.</p>

Suggested days of Instruction	<p>Curriculum Management System <u>Subject/Grade Level:</u> 11-12 Literature and Humanities</p>	Big Idea: Racism and stereotype	
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		Goal 1: The student will be able to define the terms racism and stereotype, research different times throughout history they have occurred, and explain how different groups of people have overcome both terms.	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</p> <p>Students will be able to explain human rights and how they have been taken away from certain groups of people for racial and religious reasons.</p> <p>Sample Conceptual Understandings: Explain human rights and how they were created. Define racism and stereotype and give examples throughout history.</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p> <p>Research genocide in Darfur, Sudan. Explain rise of Nazi power against Jewish people. Learn about different ways Native Americans were stereotyped and prejudiced against.</p> <p>Assessment Models:] Quizzes on novels Quizzes on chapters in workbook Graded on research projects Graded on completion of review questions in workbook</p> <p>Additional Resources: Workbook Current events Films Shadow of Hate workbook and film Novels Night and Boy in the Striped Pajamas</p>

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	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</p> <p>The student will be able to:</p>	<p>Goal 1: The student will be able to define the terms racism and stereotype, research different times throughout history they have occurred, and explain how different groups of people have overcome both terms.</p> <p>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</p>
		<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p> <p>Library Librarian</p>

Suggested days of Instruction	<p>Curriculum Management System</p> <p>Subject/Grade Level: 11-12 Literature and Humanities</p>	<p>Big Idea: Racism and stereotypes in different cultures such as Mexican Americans, Irish Americans, Armenians, Native Americans, African Americans, and Jewish people</p>	
		<p>Topic: Learning about different groups of people and their experiences with racism and prejudice.</p>	
		<p>Overarching Goals: (1) These are the educational goals from page 4.</p>	
		<p>Goal 2: The student will be able to read articles on different cultures and explain various hardships they have faced, they will watch films on different cultures, and they will research different cultures to teach the class about racism/prejudice/genocide.</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</p> <p>The student will be able to:</p> <p>>Enter # of blocks of instruction here. ></p>	<p>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</p> <ul style="list-style-type: none"> <Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.> <p>Essential Questions: What is genocide? How did various ethnic groups get the “labels” people put upon them? How did some cultures overcome adversity and make their group stronger? What is “civilized” mean and who decides?</p> <p>Enduring Understandings: Students should understand what civilized means and who decides this. Students should be able to explain what a “label” is and how they negatively affect certain groups of people.</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p> <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></p> <p>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 teacher.</p> <p><Enter learning activities and assessment models here.></p> <p>Learning Activities: Read articles about different cultures Complete review questions on articles Oral presentations about different cultures Research projects on different cultures Read articles in book <u>Shadows of Hate</u> and answer review questions.</p> <p>Assessment Models: Quizzes on articles we read aloud in class</p>

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		<p>Overarching Goals: (1) These are the educational goals from page 4.</p>	
		<p>Goal 2: The student will be able to read articles on different cultures and explain various hardships they have faced, they will watch films on different cultures, and they will research different cultures to teach the class about racism/prejudice/genocide.</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</p> <p>The student will be able to:</p>	<p>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
		<p>Sample Conceptual Understandings: Genocide Labels Learning about different cultures today and throughout history.</p>	<p>Graded on oral presentations Graded on completion of review questions</p> <p>Additional Resources: Articles Films Computers Workbook Library Book <u>Shadows of Hate</u>.</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> 11-12 Literature and Humanities	Big Idea: Holocaust	
		Topic: Causes and effects of the Holocaust found in film, articles, and novels.	
		Overarching Goals: (1) These are the educational goals from page 4.	
	Goal 3: The student will be able to identify the causes and effects of the Holocaust by researching the topic, reading novels, and watching films		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	
		Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
<Enter # of blocks of instruction here. v	<p>The students will be able to define the term Holocaust.</p> <p>The students will be able to analyze the causes and effects of the Holocaust.</p> <p>The students will be able to read a novel and explain how it describes the Holocaust.</p> <p>The students will be able to define various terms pertaining to the Holocaust.</p> <p>The students will be able to research a variety of people who took part in the Holocaust.</p>	<ul style="list-style-type: none"> <Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.> <p>Essential Questions:</p> <p>What was the holocaust?</p> <p>Is there any proof the Holocaust really existed?</p> <p>Who is to blame for the holocaust?</p> <p>Enduring Understandings:</p> <p>Students should understand when and where the Holocaust began.</p> <p>Students should be able to explain daily life in the concentration camps.</p> <p>Students will be able to describe how people were chosen to be sent to the concentration camps.</p> <p>Sample Conceptual Understandings:</p> <p>Describe a concentration camp</p> <p>Define the term Holocaust</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></p> <p>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 teacher.</p> <p><Enter learning activities and assessment models here.></p> <p>Learning Activities:</p> <p>Read articles</p> <p>Oral presentations</p> <p>Create visual aids</p> <p>Group discussion about who is to blame for the Holocaust</p> <p>Read novels</p> <p>Web quests</p> <p>Read articles and answer review questions.</p>

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		Overarching Goals: (1) These are the educational goals from page 4.	
		Goal 3: The student will be able to identify the causes and effects of the Holocaust by researching the topic, reading novels, and watching films	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
		Explain the different groups of people affected by the Holocaust	Assessment Models: Graded on group discussion Graded on oral presentations Quizzes on novels Completion of review questions
			Additional Resources: Novels Films Articles Computers Library Librarian

Literature and Humanities

COURSE BENCHMARKS

<Enter course goals below. These are those from the above pages>

1. The students will be able to explain the difference between prejudice and racism, learn about different cultures and how they have experienced racism/ prejudice, and research different groups of people and report to class how they have dealt with racism/prejudice.