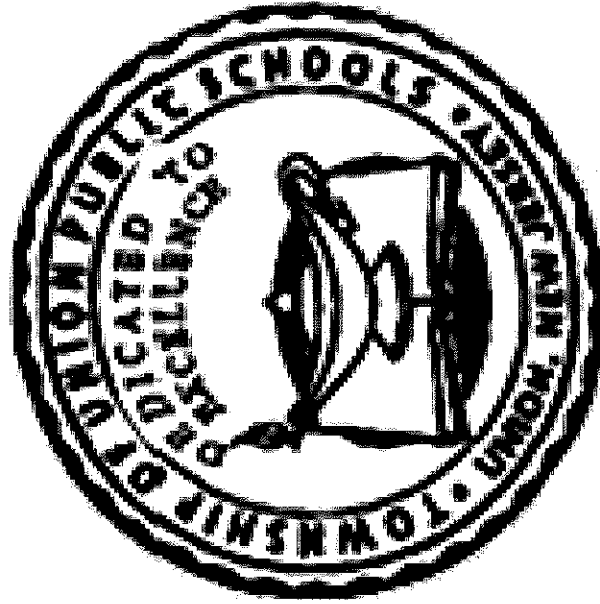


TOWNSHIP OF UNION PUBLIC SCHOOLS

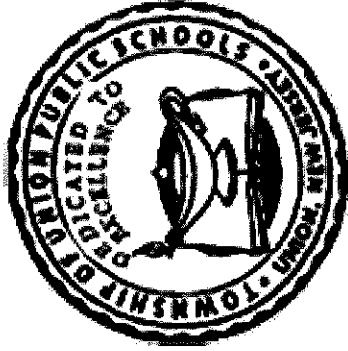


EN411: Senior Topics Adapting Film Through Literature **Curriculum Guide 2016**

Curriculum Guide Approved June 2016

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Board Members

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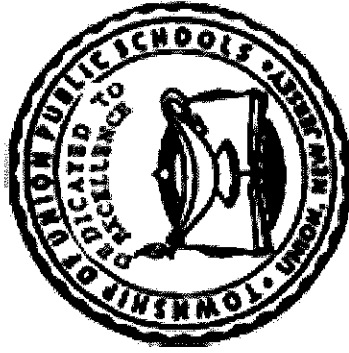
Jeff Monge

Ronald McDowell

Nellis Regis-Darby

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent	Mr. Gregory Tatum
Assistant Superintendent	Mrs. Annie Moses
Assistant Superintendent	Dr. Noreen Lishak
Director of Student Information/Technology	Ms. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses	Ms. Linda Ionfa

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Chiretti
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts 6-12	Ms. Randi Moran
Math 6-12.....	Dr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee

Jonathan Tummillo

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The purpose of the course is to examine a narrative's progression from textual concept to film product. A literature-driven course, *Adapting Film through Literature* requires students to scrutinize the literary origin of a narrative in comparison and contrast to its ultimate film product. By exposing students to various contemporary authors' dramas/screenplays, short stories/novellas, and novels, as well as their visual counterparts crafted by varied, stylistically unique film directors, it is believed that students can experience a true holistic journey for each narrative. In studying the literature, students will develop skills pertaining to reading comprehension, vocabulary, and narrative and literary elements. Furthermore, all students will rehearse skills pertaining to collegiate writing by crafting MLA-style comparative analysis essays for each narrative, as well as learn the fundamentals of screenplay writing and storyboarding for film. The ultimate goal is for students to garner basic understanding of the filmmaking process in order to work in group "production companies" to synthesize their understanding of adaptation, by collaboratively presenting a short story as a mini-feature film adaptation.

Recommended Textbooks

Big Fish: A Novel of Mythic Proportions by Daniel Wallace

Different Seasons by Stephen King

Pacing Guide

Unit 1: Novel: From Novel to the Big Screen
Unit 2: Drama: Stage and Cinema
Unit 3: Short Story: King's Influence
Unit 4: Project: The Production Company

Apx. Length of Unit: 25 days
Apx. Length of Unit: 15 days
Apx. Length of Unit: 25 days
Apx. Length of Unit: 25 days

Unit 1: Novel: From Novel to the Big Screen

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p><i>Big Fish: A Novel of Mythic Proportions</i> (Daniel Wallace, 1998)</p>	<ul style="list-style-type: none"> • Novel as a literary form • Literary devices • Narrative elements • Mood/Tone • Characterization • Author purpose • Theme • Vocabulary (denotation; parts of speech; usage) 	<ul style="list-style-type: none"> • Pre-reading research (author bio; historical context; theme and setting) • Vocabulary in context • Journal writing • Guided reading comprehension questions • Textual analysis, evidence and citation • Constructed response writing • Unit assessment • Novel and film connections • Film adaptation focus: screenplay writing 	<p>RL 1-10 RI 1-7 W 1,2,4,5 SL 1-3 L 1-6</p>
<p>MLA writing</p>	<ul style="list-style-type: none"> • Citing Textual Evidence • Research/ references • Comparative analysis essay form • MLA format • Using Credible Sources • Conducting research with Works Cited 	<ul style="list-style-type: none"> • Document-based essay • Peer Editing • Research Logs • Reflection Logs • In-text (parenthetical) citation • Thesis writing 	<p>RL 1-10 RI 1-10 W. 1-10 SL. 2-6 L. 1-6</p>

Unit 2: Drama—Stage and Cinema

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p><i>A Bronx Tale</i> (Chazz Palminteri, 1989)</p>	<ul style="list-style-type: none"> • Drama as a literary form • Literary devices • Narrative elements • Mood/Tone • Characterization • Author purpose • Theme • Vocabulary (denotation; parts of speech; usage) 	<ul style="list-style-type: none"> • Pre-reading research (author bio; historical context; theme and setting) • Vocabulary in context • Journal writing • Guided reading comprehension questions • Textual analysis, evidence and citation • Constructed response writing • Unit assessment • Novel and film connections • Film adaptation focus: characterization/ casting 	<p>RL 1-10 RI 1-7 W 1,2,4,5 SL 1-3 L 1-6</p>
<p>MLA writing</p>	<ul style="list-style-type: none"> • Citing Textual Evidence • Research/ references • Comparative analysis essay form • MLA format • Using Credible Sources • Conducting research with Works Cited 	<ul style="list-style-type: none"> • Document-based essay • Peer Editing • Research Logs • Reflection Logs • In-text (parenthetical) citation • Thesis writing 	<p>RL 1-10 RI 1-10 W. 1-10 SL 2-6 L 1-6</p>

Unit 3: Short Story—King’s Influence

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p>“Rita Hayworth and the Shawshank Redemption” from <i>Different Seasons</i> (Stephen King, 1982)</p>	<ul style="list-style-type: none"> • Short story as a literary form • Literary devices • Narrative elements • Mood/Tone • Characterization • Author purpose • Theme • Vocabulary (denotation; parts of speech; usage) 	<ul style="list-style-type: none"> • Pre-reading research (author bio; historical context; theme and setting) • Vocabulary in context • Journal writing • Guided reading comprehension questions • Textual analysis, evidence and citation • Constructed response writing • Unit assessment • Novel and film connections • Film adaptation focus: Cinematography 	<p>RL 1-10 RI 1-7 W 1,2,4,5 SL 1-3 L 1-6</p>
<p>MLA writing</p>	<ul style="list-style-type: none"> • Citing Textual Evidence • Research/ references • Comparative analysis essay form • MLA format • Using Credible Sources • Conducting research with Works Cited 	<ul style="list-style-type: none"> • Document-based essay • Peer Editing • Research Logs • Reflection Logs • In-text (parenthetical) citation • Thesis writing 	<p>RL 1-10 RI 1-10 W. 1-10 SL. 2-6 L. 1-6</p>

Unit 4: Project—Production Company

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<ul style="list-style-type: none"> • "The Man in the Well" (Ira Sher, 1995) • "The Lottery" (Shirley Jackson, 1948) • "The Black Cat" (Edgar Allan Poe, 1843) • "An Occurrence at Owl Creek Bridge" (Ambrose Bierce, 1890) 	<ul style="list-style-type: none"> • Short story as a literary form • Literary devices • Narrative elements • Mood/Tone • Characterization • Author purpose • Theme • Vocabulary (denotation; parts of speech; usage) 	<ul style="list-style-type: none"> • Guided reading comprehension questions • Textual analysis, evidence and citation • Constructed response writing • Unit assessment 	<p>RL 1-10 RI 1-7 W 1,2,4,5 SL 1-3 L 1-6</p>
<p>Film Production (project)</p>	<ul style="list-style-type: none"> • Screenplay writing • Storyboarding • Casting • Film production: acting; cinematography • Post production: editing; sound tracking 	<ul style="list-style-type: none"> • Project: film production • Presentation of project • Group reflection Logs 	<p>RL 1-10 RI 1-10 W. 1-10 SL 2-6 L 1-6</p>

Common Core State Standards

Craft and Structure

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.)

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.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.)

CCSS.ELA-Literacy.RL.11-12.8

(RL.11-12.8 not applicable to literature)

CCSS.ELA-Literacy.RL.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.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.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.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Key Ideas and Details

CCSS.ELA-Literacy.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

CCSS.ELA-Literacy.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Text Types and Purposes

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.11-12.1.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.1.b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.1.c

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.11-12.1.d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-Literacy.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9.a

Apply grades 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").

CCSS.ELA-Literacy.W.11-12.9.b

Apply grades 11-12 Reading standards to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing

CCSS.ELA-Literacy.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.11-12.1.d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.1.a

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-Literacy.L.11-12.1.b

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

CCSS.ELA-Literacy.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.2.a
Observe hyphenation conventions.

CCSS.ELA-Literacy.L.11-12.2.b
Spell correctly.

Knowledge of Language

CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.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.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.11-12.4.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.11-12.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.5.a

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

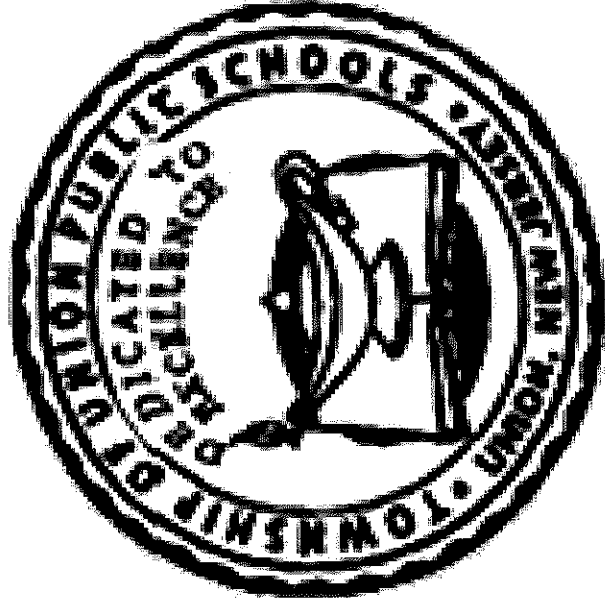
CCSS.ELA-Literacy.L.11-12.5.b

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.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.

TOWNSHIP OF UNION PUBLIC SCHOOLS



**EN411 Senior Topics
Horror Literature**

Curriculum Guide 2016

Curriculum Guide Approved June 2016

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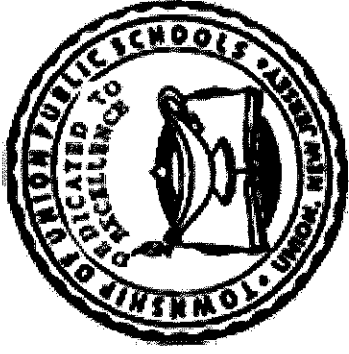
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Director of Athletics, Health, Physical Education and Nurses.....	Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Chiretti
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts 6-12	Ms. Randi Moran
Math 6-12.....	Dr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee

**EN411 Senior Topics
Horror Literature**

Andy Kenny

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

In this course, students will examine the gothic and horror genre of literature throughout time as well as analyze why the character of the vampire has withstood the test of time. Students will investigate why this type of character as well as the horror genre became and remain so popular. Horror Literature requires students to read a variety of short stories, poems, and novels from various time periods that focus on the character of the vampire. All students will practice writing and presentation skills through MLA-style literary analysis essays.

Recommended Textbooks

Dracula by Bram Stoker

Salem's Lot by Stephen King

Pacing Guide

Unit 1: Poetry
Unit 2: Short Stories
Unit 3: Novels
Unit 4: Writing and Grammar

Apx. Length of Unit: 15 days
Apx. Length of Unit: 15 days
Apx. Length of Unit: 60 days
Apx. Length of Unit: Throughout

Unit 1: Poetry

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p>“Der Vampire” (Ossenfelder 1748)</p>	<p>Poetry as a Literary Form Symbolism Suspense Textual Evidence Plot Archaic Language Mood/Tone</p>	<p>-Vocabulary in context -Chart Plot -Vampire Story Format Page -Summary -Characterization/Motivation Chart -Socratic Discussion</p>	<p>RL 1-10 RI 1-7 W 1,2,4,5 SL 1-3 L 1-6</p>
<p>“The Bride of Corinth” (Goethe 1797)</p>	<p>Poetry as a Literary Form Foreshadowing Irony Suspense Imagery Mood/Tone</p>	<p>-Vocabulary in Context -Chart Plot -Characterization/Motivation Chart -Vampire Story Format Page -Socratic Discussion</p>	<p>RL 1-10 RI 1-7 W 1,2,4,5 SL 1-3 L 1-6</p>
<p>“The Old Woman of Berkeley” (Southey 1798)</p>	<p>Textual Evidence Poetry as a Literary Form Figurative Language Imagery Foreshadowing Mood/Tone</p>	<p>-Vocabulary in context -Chart Plot -Vampire Story Format Page -Summary -Socratic Discussion</p>	<p>RL 1-10 RI 1-7 W 1,2,4,5 SL 1-3 L 1-6</p>
<p>“The Vampyre” (Stagg 1810)</p>	<p>Poetry as a Literary Form Symbolism Suspense Textual Evidence Foreshadowing Mood/Tone</p>	<p>-Vocabulary in context -Chart Plot -Vampire Story Format Page -Summary -Character Motivation Chart -Socratic Discussion</p>	<p>RL 1-10 RI 1-7 W 1,2,4,5 SL 1-3 L 1-6</p>

<p>“Rime of the Ancient Mariner” (Coleridge 1798)</p>	<p>Poetry as a Literary Form Imagery Suspense Archaic Language Mood/Tone</p>	<p>-Vocabulary in Context -Chart Plot -Vampire Story Format Page -Identification of Romantic -Socratic Discussion</p>	<p>RL 1-10 RI 1-7 W 1,2,4,5 SL 1-3 L 1-6</p>
<p>“The Vampire Bride” (Liddell 1833)</p>	<p>Poetry as a Literary Form Symbolism Suspense Textual Evidence Foreshadowing Mood/Tone</p>	<p>Vocabulary in context -Chart Plot -Vampire Story Format Page -Summary -Socratic Discussion</p>	<p>RL 1-10 RI 1-7 W 1,2,4,5 SL 1-3 L 1-6</p>
<p>“The Vampyre” (Maxwell 1845)</p>	<p>Poetry as a Literary Form Foreshadowing Irony Suspense Imagery Mood/Tone</p>	<p>-Vocabulary in context -Chart Plot -Vampire Story Format Page -Summary -Characterization/Motivation Chart -Socratic Discussion</p>	<p>RL 1-10 RI 1-7 W 1,2,4,5 SL 1-3 L 1-6</p>

Unit 2: Short Stories

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p>“Ligeia” (Poe 1838)</p>	<p>Short Story as a Literary Form Textual Evidence Symbolism Setting/Time Period Mood/Tone Paraphrase Context Inference Foreshadowing</p>	<ul style="list-style-type: none"> - Vocabulary in Context - Summary/Plot Map - Vampire Story Format Page - Literary/Thematic Analysis - Socratic Discussion - Characterization Chart - Comprehension Questions - Real Life Connections - Predictions 	<p>RL 1-10 RI 1-10 W. 1-10 SL. 1,2,4,6 L. 1-6</p>
<p>“Ken’s Mystery” (Hawthorne 1883)</p>	<p>Short Story as a Literary Form Textual Evidence Symbolism Setting/Time Period Mood/Tone Paraphrase Context Inference Foreshadowing</p>	<ul style="list-style-type: none"> - Vocabulary in Context - Summary/Plot Map - Vampire Story Format Page - Literary/Thematic Analysis - Socratic Discussion - Characterization Chart - Comprehension Questions - Real Life Connections - Predictions 	<p>RL 1-10 RI 1-10 W. 1-10 SL. 1,2,4,6 L. 1-6</p>
<p>“The True Story of a Vampire” (Stenbock 1894)</p>	<p>Short Story as a Literary Form Textual Evidence Symbolism Setting/Time Period Mood/Tone Paraphrase Context Inference</p>	<ul style="list-style-type: none"> - Vocabulary in Context - Summary/Plot Map - Vampire Story Format Page - Literary/Thematic Analysis - Socratic Discussion - Characterization Chart - Comprehension Questions - Real Life Connections 	<p>RL 1-10 RI 1-10 W. 1-10 SL. 1,2,4,6 L. 1-6</p>

<p>“Luella Miller” (Freeman 1902)</p>	<p>Short Story as a Literary Form Textual Evidence Symbolism Setting/Time Period Mood/Tone Paraphrase Context Inference</p>	<ul style="list-style-type: none"> - Vocabulary in Context - Summary/Plot Map - Vampire Story Format Page - Literary/Thematic Analysis - Socratic Discussion - Characterization Chart - Comprehension Questions - Real Life Connection 	<p>RL 1-10 RI 1-10 W. 1-10 SL. 1,2,4,6 L. 1-6</p>
<p>“Let Loose” (Cholmondoley 1890)</p>	<p>Short Story as a Literary Form Textual Evidence Symbolism Setting/Time Period Mood/Tone Paraphrase Context Inference</p>	<ul style="list-style-type: none"> - Vocabulary in Context - Summary/Plot Map - Vampire Story Format Page - Literary/Thematic Analysis - Socratic Discussion - Characterization Chart - Comprehension Questions - Real Life Connection 	<p>RL 1-10 RI 1-10 W. 1-10 SL. 1,2,4,6 L. 1-6</p>
<p>“The Adventure of the Sussex Vampire” (Doyle 1924)</p>	<p>Short Story as a Literary Form Textual Evidence Symbolism Setting/Time Period Mood/Tone Paraphrase Context Inference</p>	<ul style="list-style-type: none"> - Vocabulary in Context - Summary/Plot Map - Vampire Story Format Page - Literary/Thematic Analysis - Socratic Discussion - Characterization Chart - Comprehension Questions - Real Life Connection 	<p>RL 1-10 RI 1-10 W. 1-10 SL. 1,2,4,6 L. 1-6</p>

<p>“Popsy” (King 1993)</p>	<p>Short Story as a Literary Form Textual Evidence Symbolism Setting/Time Period Mood/Tone Paraphrase Context Inference</p>	<ul style="list-style-type: none"> - Vocabulary in Context - Summary/Plot Map - Vampire Story Format Page - Literary/Thematic Analysis - Socratic Discussion - Characterization Chart - Comprehension Questions - Real Life Connection 	<p>RL 1-10 RI 1-10 W. 1-10 SL. 1,2,4,6 L. 1-6</p>
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Unit 3: Novels

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<u>Dracula</u>	Plot Triangle/Development Foreshadowing Textual analysis/evidence Time Period Setting Conflict Tone Mood Characterization	-Character Motivation Chart -Vocabulary in Context -Guided Comprehension Questions -Open Ended Essays -Film/novel comparison -Socratic Discussion -Vampire Story Format Page -Timeline of Events -Real Life Connections	RL. 1-10 RI 8-10 W. 1-2,4-10 SL. 1-3 L. 1-6
<u>Salem's Lot</u>	Plot Triangle/Development Characterization Foreshadowing Time Period Setting Irony Textual analysis/evidence Conflict	-Character Motivation Chart -Vocabulary in Context -Guided Comprehension Questions -Open Ended Essays -Film/novel comparison -Socratic Discussion -Vampire Story Format Page -Timeline of Events -Real Life Connections	RL. 1-10 RI 8-10 W. 1-2,4-10 SL. 1-3 L. 1-6

Unit 4: Writing and Grammar

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
MLA writing	Citing Textual Evidence Research Five Paragraph Essay Google Evernote Format References Using Credible Sources Conducting research Works Cited	<ul style="list-style-type: none"> - Open Ended Prompts - Peer Editing - Research Logs - Reflect Logs - Six to Eight Page Research Paper (Documented) - Daily Oral Language - Library Presentation 	<u>RL 1-10</u> <u>RI 1-10</u> <u>W. 1-10</u> <u>SL. 2-6</u> <u>L. 1-6</u>
Selections from Writer's Coach	Parts of Speech Verb Usage Agreement Modifiers	<ul style="list-style-type: none"> - DOL sentences - Peer Review - Activity Worksheets 	RL 1-10 RI 1-10 W. 1-10 SL. 2-6 L. 1-6

Common Core State Standards

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.)

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.)

CCSS.ELA-Literacy.RL.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.

CCSS.ELA-Literacy.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-Literacy.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RI.11-12.10

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.11-12.1.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.1.b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.1.c

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.11-12.1.d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-Literacy.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9.a

Apply grades 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").

CCSS.ELA-Literacy.W.11-12.9.b

Apply grades 11-12 Reading standards to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

CCSS.ELA-Literacy.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.11-12.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.11-12.1.d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-Literacy.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.1.a

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-Literacy.L.11-12.1.b

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

CCSS.ELA-Literacy.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.2.a
Observe hyphenation conventions.

CCSS.ELA-Literacy.L.11-12.2.b
Spell correctly.

CCSS.ELA-Literacy.L.11-12.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.11-12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.11-12.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.11-12.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.5.a

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

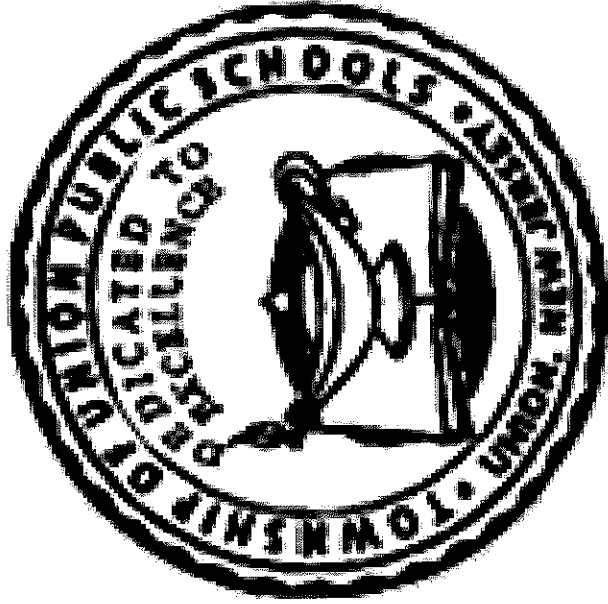
CCSS.ELA-Literacy.L.11-12.5.b

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.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.

TOWNSHIP OF UNION PUBLIC SCHOOLS

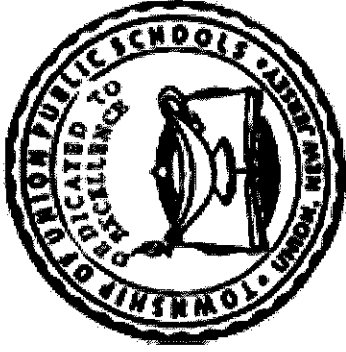


EN 401 Grade 12 English

Curriculum Guide 2016

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Board Members

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David Armenio, Vice President

Guy Francis

Steven Le

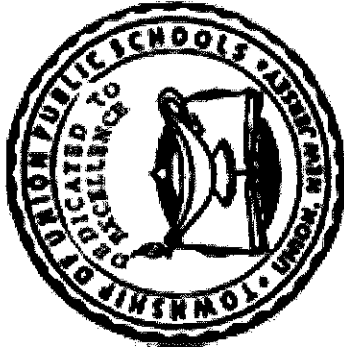
Jeff Monge

Ronald McDowell

Nellis Regis-Darby

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent	Mr. Gregory Tatum
Assistant Superintendent	Mrs. Annie Moses
Assistant Superintendent	Dr. Noreen Lishak
Director of Student Information/Technology	Ms. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses	Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Chiretti
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts 6-12	Ms. Randi Moran
Math 6-12.....	Dr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee

**Megan Kaplan
Rafael L. Rios**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

EN401 Senior English – British Literature and Tradition focuses on British Literature from as early as the 400s through the 1900s. The study of works such as Beowulf, Macbeth, and Frankenstein is used to investigate cultures and societies through an in-depth analysis of the literature of the period. A study of satire also gives students an understanding of some ways writing and literature can be used to change society. Students also receive instruction in vocabulary and public speaking skills. There is also much emphasis placed on research skills and the development of documented essays.

Recommended Textbooks

- **Prentice Hall Literature: British Literature.** Houghton Mifflin *English*
- **1984** by George Orwell
- **Curious Incidents of the Dog in the Night Time** by Mark Haddon

Pacing Guide

- Unit 1:** From Legend to History: Old English and Medieval Periods
- Unit 2:** Celebrating Humanity: The English Renaissance Period
- Unit 3:** A Turbulent Time: The Seventeenth and Eighteenth Centuries
- Unit 4:** Rebels and Dreamers: The Romantic Period
- Unit 5:** Progress and Decline: The Victorian Period/A Rapid Time of Change & The Modern and Postmodern Periods
- Unit 6:** The Modern and Postmodern Periods:

Unit 1: From Legend to History: Old English and Medieval Periods

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p>Historical Background (Old English) p. 2-9 (Medieval) 10-13</p>	<p>Understand the impact Anglo-Saxon history had on the creation of Beowulf</p>	<ul style="list-style-type: none"> • Cloze notes • Outline of material • Student presentations based on material • Creation of historical timeline 	<p>RI.11-12.1 RI.11-12.7 SL.11-12.2 SL.11-12.4 L.11-12.4</p>
<p>Beowulf translated by Burton Raffel</p>	<ul style="list-style-type: none"> • Wergild • Pagan and Anglo-Saxon influences on the text <p>Analyze literary elements including</p> <ul style="list-style-type: none"> • Epic/Epic Hero • Elegy • Kenning • In Medias Res • Caesura • Archetype • Paraphrasing 	<ul style="list-style-type: none"> • Close reading of the Unferth digression • Close reading of the story of Cain and Able • Highlighting of the Anglo-Saxon and Pagan Influences • Socratic Seminar • Paraphrasing text • Movie poster • Children's book based on epic 	<p>RL.11-12.3 SL.11-12.1</p>

<p>CHOICE OF:</p> <ol style="list-style-type: none"> 1. Canterbury Tales – Prologue 2. “Pardoner’s Tale” AND “The Wife of Bath” 	<ul style="list-style-type: none"> • Feudal pyramid • Frame story • Direct vs. Indirect characterization • Irony • Allegory • Role of women during the Medieval period 	<ul style="list-style-type: none"> • Pilgrim Presentations • Feudalism graphic organizer • Pardoner’s Tale Rap • Social Commentary on Union High School • Gender Debate • Create your own allegory 	<p>RL.11-12.3 RL.11-12.5. W. 11-12.1a. L.11-12.3. L.11-12.4. W. 11-12.1e.</p>
<p>Writing Coach</p>	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Do Now • Take home activity • Mini lessons • Exit ticket • Culminating Activity at the end of the unit. • Emphasis on writing rubric on that unit’s writing tasks 	<p>W.11-12.4 L.11-12.1-6</p>

Unit 2: Celebrating Humanity: The English Renaissance Period

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
Historical Background (Renaissance p236-246)	<p>Learn how the Renaissance is a return to old sources that lead to cultural innovations.</p>	<ul style="list-style-type: none"> • Cloze notes • Outline of material • Student presentations based on material • Creation of historical timeline 	<p>RI.11-12.1 RI.11-12.7 SL.11-12.2 SL.11-12.4 L.11-12.4</p>
<i>The Tragedy of Macbeth</i> by William Shakespeare	<ul style="list-style-type: none"> • Background on the life of William Shakespeare <p>Identify dramatic terms including</p> <ul style="list-style-type: none"> • Aside • Monologue • Soliloquy • Stage directions <p>Identify and analyze literary elements</p> <ul style="list-style-type: none"> • Motif • Paradox • Foreshadowing • Archetypes • Mood • Internal/External conflict • Dramatic Irony • Comic relief 	<ul style="list-style-type: none"> • Background on the true story of Macbeth • Graphic organizers for prophecies and apparitions • Student created performances of selected scenes • "Who is responsible for the demise of Duncan?" Debate • Journal Entries • Illustrations • SADR (characterization) charts • Comparison between play and different cinematic interpretations (ie. 	<p>W.11-12.3. W.11-12.3.d. L.11-12.4a. L.11-12.5. RL.11-12.5. W.11-12.1. W.11-12.1a. RL.11-12.3. W.11-12.3.a. W.11-12.2b. W.11-12.2.f. W.11-12.5. L.11-12.4d. L.11-12.4c. L.11-12.1.</p>

	<ul style="list-style-type: none"> • Iambic Pentameter • theme <p>Gender roles during the time period</p>	<p>Branagh, <i>Great Performances Macbeth</i>)</p> <ul style="list-style-type: none"> • Documented Essay 	
Writing Coach	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Do Now • Take home activity • Mini lessons • Exit ticket • Culminating Activity at the end of the unit. • Emphasis on writing rubric on that unit's writing tasks 	<p>W.11-12.4 L.11-12.1-6</p>

Unit 3: A Turbulent Time: The Seventeenth and Eighteenth Centuries

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
Historical Background (A turbulent time p464-470)	<p>Analyze how the beheading of a king and the civil war thereafter lead to the transformation of English Literature.</p>	<ul style="list-style-type: none"> • Cloze notes • Outline of material • Student presentations based on material • Creation of historical timeline 	<p>RI.11-12.1 RI.11-12.7 SL.11-12.2 SL.11-12.4 L.11-12.4</p>
<i>Inferno</i> by Dante Alighieri (Optional text)	<ul style="list-style-type: none"> • Analyze the impact of society on Dante's writing 	<ul style="list-style-type: none"> • Compare Dante's version of hell to modern society • Critique of artistic interpretations of <i>Inferno</i> • Socratic Seminar discussion based activities 	<p>RL.11-12.3. L.11-12.6. W.11-12.2. W.11-12.10.</p>
"A Modest Proposal" by Jonathan Swift	<ul style="list-style-type: none"> • Students should understand satire's purpose and influence in the writing of Jonathan Swift • Identify the real solutions to Ireland's problems in Swift's writing • Examine writer's style 	<ul style="list-style-type: none"> • Create "A Modest Proposal for Union High School" using the skills Swift highlights in his own writing • Graphic organizers to aide students in the understanding of the text. • "Modest Proposal" 	<p>RL.11-12.6. W.11-12.2.a. L.11-12.5.</p>

Writing Coach	<ul style="list-style-type: none"> • Various 	<p>Rap by \$trick 9</p> <ul style="list-style-type: none"> • Do Now • Take home activity • Mini lessons • Exit ticket • Culminating Activity at the end of the unit. • Emphasis on writing rubric on that unit's writing tasks 	<p>W.11-12.4 L.11-12.1-6</p>
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Unit 4: Rebels and Dreamers: The Romantic Period

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p>Historical Background (The Romantic Period p716-726)</p>	<p>Discuss how growing urbanization and industrialization creates a demand from the English people for reform.</p>	<ul style="list-style-type: none"> • Cloze notes • Outline of material • Student presentations based on material • Creation of historical timeline 	<p>RL.11-12.1 RL.11-12.7 SL.11-12.2 SL.11-12.4 L.11-12.4</p>
<p>CHOICE OF: 1. "The Lamb" and "The Tyger" 2. "The Chimney Sweeper" and "The Infant Sorrow"</p>	<p>To identify the use of archetypes in the writing of William Blake.</p> <p>Discuss the duality in the pairings of the poems</p> <p>Analyze literary elements including</p> <ul style="list-style-type: none"> • Symbolism • Allusion • Imagery 	<ul style="list-style-type: none"> • Discussion of Blake's background • Comparative essay • Identify the character or situational archetypes found in the poems • Illustrations of the poem • Identify religious allusions in the poems • Create your own <i>Songs of Innocence and Experience</i> 	<p>RL.11-12.2a L.11-12.3a L.11-12.4a</p>
<p>"When I have fears that I may cease to be" by John Keats</p>	<ul style="list-style-type: none"> • Determine the mood in Keats' writing 	<ul style="list-style-type: none"> • Students will draw comparisons between the culmination of their senior year and the fears of Keats 	<p>RL.11-12.5 W.11-12.9a. L.11-12.5.</p>

	<p>Robert Browning and Elizabeth Barrett Browning "Life in a Love" "Sonnet 43"</p>		<p>Review the biographies of both Brownings Analyze literary elements</p> <ul style="list-style-type: none"> • dramatic monologue run-on lines • Compare and Contrast the speakers views in both poems 	<ul style="list-style-type: none"> • Students will write their own version of the poem. • Pannel discussion about modern views of love vs. Brownings • Compare and Contrast essay based on both poets viewpoints • Nonfiction articles about views of love depending on gender 	<p>RL.11-12.3 W.11-12.1. W.11-12.1.d. L.11-12.4.b</p>
	<p><i>Rime of the Ancient Mariner</i> by Samuel Taylor Coleridge</p>	<p>Analyze literary elements including</p> <ul style="list-style-type: none"> • Alliteration • Consonance • Assonance • Internal rhyme • Understand the romantic elements in order to identify them in the text • Analyze the influence events in history have on Coleridge's poem • Examine the religious elements found in the text • Discuss the 	<ul style="list-style-type: none"> • Graphic organizer to review text and organize romantic elements • Socratic seminar based on major themes and ideas found in the poem • View various artistic renditions of the poem and discuss artist choice • Journal entries or projects based on students' albatross 	<p>RL.11-12.5 W.11-12.2b. W.11-12.2d. W.11-12.9.a.</p>	

	symbolism behind the albatross		
<i>Frankenstein</i> 1994, Branagh	<p>Compare the characters of Robert Walton and Victor Frankenstein</p> <p>Identify the changes in the monster throughout the text</p>	<ul style="list-style-type: none"> • Narrative Science Research Analysis (writing/presentation) 	<p>SL.11-12.4 RL.11-12.2 11-12.3</p>
Writing Coach	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Do Now • Take home activity • Mini lessons • Exit ticket • Culminating Activity at the end of the unit. • Emphasis on writing rubric on that unit's writing tasks 	<p>W.11-12.4 L.11-12.1-6</p>

Unit 5: Progress and Decline: The Victorian Period

Essential Topics	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
Historical Background (The Victorian Period p944 - 945)	Explore how Queen Victoria's desire to bring respectability to the monarchy influenced literature.	<ul style="list-style-type: none"> • Cloze notes • Outline of material • Student presentations based on material • Creation of historical timeline 	RI.11-12.1 RI.11-12.7 SL.11-12.2 SL.11-12.4 L.11-12.4
"Remembrance" by Emily Bronte "Ah, Are You Digging on My Grave?" by Thomas Hardy	Compare literary works.	Compare Literary works and focus on the speakers feelings towards absense. <ul style="list-style-type: none"> • Socratic seminar on whether or not the authors succeed or fail at handling absense. 	RL.11-12.5 W.11-12.2.b. W.11-12.5. L. 11-12.5.
Writing Coach	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Do Now • Take home activity • Mini lessons • Exit ticket • Culminating Activity at the end of the unit. • Emphasis on writing rubric on that unit's writing tasks 	W.11-12.4 L.11-12.1-6

Unit 6: The Modern and Postmodern Periods

Essential Topics	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p>Historical Background (Modern and Postmodern p 1122-1136)</p>	<p>Explore the effects of globalization on British Literature.</p>	<ul style="list-style-type: none"> ● Cloze notes ● Outline of material ● Student presentations based on material ● Creation of historical timeline 	<p>RI.11-12.1 RI.11-12.7 SL.11-12.2 SL.11-12.4 L.11-12.4</p>
<p><u>The Curious Incident of the Dog in the Nighttime</u> by Mark Haddon (Optional Text)</p>	<p>Students will be able to understand the diagnosis of Autism.</p> <p>Students will be able to understand main character's point of view and model in their own creative writing</p> <p>Students will discuss the author's choice in the novel</p>	<ul style="list-style-type: none"> ● Chapter questions ● Anticipation Guide ● Socratic Seminar ● Double Entry ● Journals ● Nonfiction articles and texts that reflect major themes found in the text ● Webquest about autism ● MTV True Life "I Have Autism" ● TED Talk ● Close reading of specific sections in the text ● Culminating essay ● Creative writing piece 	<p>L.11-12.3 RL.11-12.1 RL.11-12.2 W.11-12.1 W.11-12.3 W.11-12.4 RI.11-12.1</p>

<p>"1984" by George Orwell</p>	<p>Analyze major themes found throughout the text</p> <p>Identify symbolism in the text.</p> <p>Determine how George Orwell's use of technology and his vision of the future reflect our society today</p> <p>Identify propoganda found in Oceania and determine how propaganda is used today</p> <p>To make comparisons to Oceania and J. Edgar Hoover's FBI Surveillance.</p>	<ul style="list-style-type: none"> • as Christopher • DVD of the musicals • Film study of "Divergent" or "The Hunger Games" in order to look for common themes and motifs. • Create a chart to show examples of symbolism found in the text • Discuss the different types of propaganda and how they are used in the text • Create and present propoganda posters to the class • Ted-talk on the Anti-hero • Video clips about J. Edgar Hoover and the FBI 	<p>L.11-12.3 RL.11-12.1 RL.11-12.2 W.11-12.1 W.11-12.3 W.11-12.4 RI.11-12.1</p>
<p>Writing Coach</p>	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Do Now • Take home acitivity • Mini lessons • Exit ticket • Culminating Activity at the end of the unit. • Emphasis on writing 	<p>W.11-12.4 L.11-12.1-6</p>

		rubric on that unit's writing tasks	
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Common Core State Standards

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.11-12.1 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RL/11-12/1/](http://www.corestandards.org/ELA-LITERACY/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. CCSS.ELA-LITERACY.RL.11-12.2 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RL/11-12/2/](http://www.corestandards.org/ELA-LITERACY/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.

CCSS.ELA-LITERACY.RL.11-12.3 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RL/11-12/3/](http://www.corestandards.org/ELA-LITERACY/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).

Craft and Structure:

CCSS.ELA-LITERACY.RL.11-12.4 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RL/11-12/4/](http://www.corestandards.org/ELA-LITERACY/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.)

CCSS.ELA-LITERACY.RL.11-12.5 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RL/11-12/5/](http://www.corestandards.org/ELA-LITERACY/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.

CCSS.ELA-LITERACY.RL.11-12.6 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RL/11-12/6/](http://www.corestandards.org/ELA-LITERACY/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).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.11-12.7 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RL/11-12/7/](http://www.corestandards.org/ELA-LITERACY/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.) CCSS.ELA-LITERACY.RL.11-12.8 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RL/11-12/8/](http://www.corestandards.org/ELA-LITERACY/RL/11-12/8/))

(RL.11-12.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.11-12.9 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RL/11-12/9/](http://www.corestandards.org/ELA-LITERACY/RL/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.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.11-12.10 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RL/11-12/10/](http://www.corestandards.org/ELA-LITERACY/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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.11-12.1 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RI/11-12/1/](http://www.corestandards.org/ELA-LITERACY/RI/11-12/1/)) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RI/11-12/2/](http://www.corestandards.org/ELA-LITERACY/RI/11-12/2/)) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RI/11-12/3/](http://www.corestandards.org/ELA-LITERACY/RI/11-12/3/)) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.11-12.4 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RI/11-12/4/](http://www.corestandards.org/ELA-LITERACY/RI/11-12/4/)) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RI/11-12/5/](http://www.corestandards.org/ELA-LITERACY/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.

CCSS.ELA-LITERACY.RI.11-12.6 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RI/11-12/6/](http://www.corestandards.org/ELA-LITERACY/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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7 (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.RI.11-12.8 (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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).

CCSS.ELA-LITERACY.RI.11-12.9 (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.11-12.10 (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RI/11-12/10/) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Text Types and Purposes:

CCSS.ELA-LITERACY.W.11-12.1 (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.1.A (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/1/A/) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/1/B/) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/1/C/) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/1/D/) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/1/E/) Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.2 (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.2.A (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.2.B (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.2.C (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.2.D (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.2.E (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.2.F (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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).

CCSS.ELA-LITERACY.W.11-12.3 (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.3.A ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/3/A/](http://www.corestandards.org/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.3.B ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/3/B/](http://www.corestandards.org/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.3.C ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/3/C/](http://www.corestandards.org/ELA-LITERACY/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).

CCSS.ELA-LITERACY.W.11-12.3.D ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/3/D/](http://www.corestandards.org/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.3.E ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/3/E/](http://www.corestandards.org/ELA-LITERACY/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.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.11-12.4 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/4/](http://www.corestandards.org/ELA-LITERACY/W/11-12/4/)) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/5/](http://www.corestandards.org/ELA-LITERACY/W/11-12/5/)) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here (<http://www.corestandards.org/ELA-Literacy/L/11-12/>)).

CCSS.ELA-LITERACY.W.11-12.6 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/6/](http://www.corestandards.org/ELA-LITERACY/W/11-12/6/)) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/7/](http://www.corestandards.org/ELA-LITERACY/W/11-12/7/)) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8 (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.W.11-12.9 (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.9.A (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/9/A/) Apply grades 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").

CCSS.ELA-LITERACY.W.11-12.9.B (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/9/B/) Apply grades 11-12 Reading standards to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10 (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/W/11-12/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1 (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/SL/11-12/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.SL.11-12.1.B (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.SL.11-12.1.C (HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/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.

CCSS.ELA-LITERACY.SL.11-12.1.D ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/SL/11-12/1/D/](http://www.corestandards.org/ELA-LITERACY/SL/11-12/1/D/)) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/SL/11-12/2/](http://www.corestandards.org/ELA-LITERACY/SL/11-12/2/)) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/SL/11-12/3/](http://www.corestandards.org/ELA-LITERACY/SL/11-12/3/)) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/SL/11-12/4/](http://www.corestandards.org/ELA-LITERACY/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.

CCSS.ELA-LITERACY.SL.11-12.5 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/SL/11-12/5/](http://www.corestandards.org/ELA-LITERACY/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.

CCSS.ELA-LITERACY.SL.11-12.6 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/SL/11-12/6/](http://www.corestandards.org/ELA-LITERACY/SL/11-12/6/)) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here (<http://www.corestandards.org/ELA-Literacy/L/11-12/>) for specific expectations.)

Conventions of Standard English:

CCSS.ELA-LITERACY.L.11-12.1 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/1/](http://www.corestandards.org/ELA-LITERACY/L/11-12/1/)) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/1/A/](http://www.corestandards.org/ELA-LITERACY/L/11-12/1/A/)) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/1/B/](http://www.corestandards.org/ELA-Literacy/L/11-12/1/B/)) Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

CCSS.ELA-LITERACY.L.11-12.2 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/2/](http://www.corestandards.org/ELA-Literacy/L/11-12/2/)) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/2/A/](http://www.corestandards.org/ELA-Literacy/L/11-12/2/A/)) Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/2/B/](http://www.corestandards.org/ELA-Literacy/L/11-12/2/B/)) Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.11-12.3 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/3/](http://www.corestandards.org/ELA-Literacy/L/11-12/3/)) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/3/A/](http://www.corestandards.org/ELA-Literacy/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.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.11-12.4 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/4/](http://www.corestandards.org/ELA-Literacy/L/11-12/4/)) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/4/A/](http://www.corestandards.org/ELA-Literacy/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.

CCSS.ELA-LITERACY.L.11-12.4.B ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/4/B/](http://www.corestandards.org/ELA-Literacy/L/11-12/4/B/)) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

CCSS.ELA-LITERACY.L.11-12.4.C ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/4/C/](http://www.corestandards.org/ELA-Literacy/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.

CCSS.ELA-LITERACY.L.11-12.4.D ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/4/D/](http://www.corestandards.org/ELA-Literacy/L/11-12/4/D/)) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

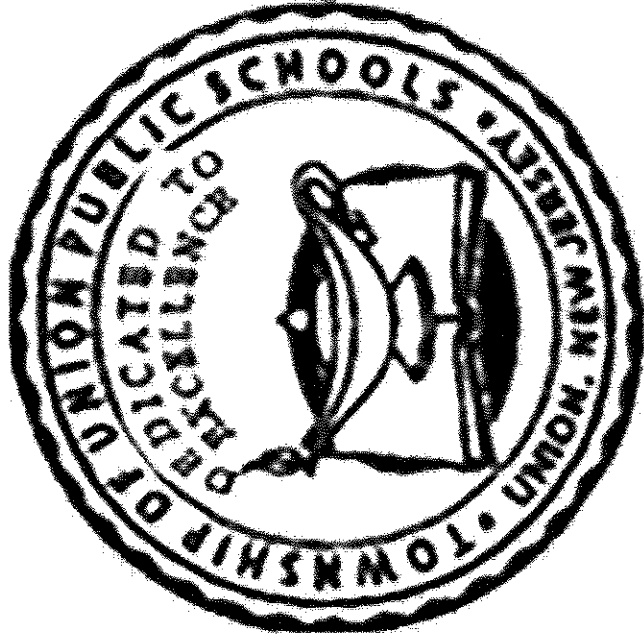
CCSS.ELA-LITERACY.L.11-12.5 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/5/](http://www.corestandards.org/ELA-LITERACY/L/11-12/5/)) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/5/A/](http://www.corestandards.org/ELA-LITERACY/L/11-12/5/A/)) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/5/B/](http://www.corestandards.org/ELA-LITERACY/L/11-12/5/B/)) Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6 ([HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/11-12/6/](http://www.corestandards.org/ELA-LITERACY/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.

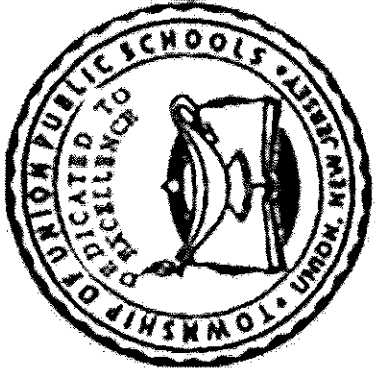
TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors World History – SS131

Curriculum Guide 2016

Curriculum Guide Approved June 2016



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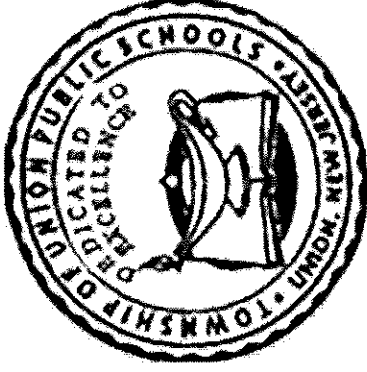
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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The Honors World History course is intended to introduce and orient incoming freshmen to the highest level of UHS's Social Studies Program. In the tradition of academic excellence at UHS, it not only meets, it exceeds all New Jersey Core Curriculum Standards. The curriculum will cover the political, social, economic, and cultural history of all regions throughout the world from the 1400 to the present. In addition to providing the necessary content coverage, the course focuses heavily on fostering social studies skill. These include analysis, critical evaluation, cooperation and creativity skills, and a special focus on writing, including both thematic and document-based essays. Instruction will emphasize the application of higher order thinking skills as well as the analyses and investigation of issues and events essential to the various time periods. Primary source documents, individual and group research, as well as selected pieces of art, music and literature will supplement the core material. Students who successfully complete the class will come away with a wealth of information as well as critical skills in analysis and communication.

The Honors level of the World History course seeks to accomplish two major goals. First, it provides a necessary foundation for a college career. Institutions of higher learning expect incoming students to have a working knowledge of global interaction. Honors World History will cover all of these essential areas to a depth sufficient to prepare students for any college classroom. It is, therefore, a must for anyone who intends to pursue a college major in the Social Sciences and is recommended for those who will be entering a liberal arts program. Second, it trains students to interact with the material in an introspective manner, transforming them into independent thinkers.

The course is conducted at a college level; the amount of material mandates that it will be reading and labor intensive. Instruction will emphasize the application of higher order thinking skills as well as introspective analysis. Students who successfully complete this class will come away with a wealth of information and self-knowledge.

Recommended Textbooks

Modern World History (Patterns of Interaction) – Beck et. al., Holt McDougal, 2012
ISBN 978-0-547-49114-1

Course Proficiencies

Students will be able to...

- Analyze the effects of religious conflict and toleration in the Islamic world.
- Examine the psychology behind East Asian isolationism.
- Explain how the Renaissance and Reformation break the medieval tradition of European society
- Measure the impact of exploration on Europe, the Americas, and Africa.
- Compare and contrast absolutism and constitutionalism as centralized forms of government.
- Weigh the impact of the Scientific Revolution and Enlightenment during the 16th, 17th, and 18th Centuries on the formation of the modern mind.
- Investigate the French Revolution as the template for modern revolutions.
- Analyze the phenomenon of nationalism as a divisive or a unifying force.
- Discuss the positive and negative social and economic consequences of the Industrial Revolution as the major force shaping the modern world.
- Examine reform as a necessary response to industrialization.
- Debate the morality of imperialism.
- Investigate paths chosen by non-industrialized nations in response to imperialism.
- Evaluate the importance of the First World War in setting the tone for the 20th century.
- Compare and contrast revolutionary movements throughout the Eurasian landmass.
- Examine the Age of Anxiety as an influence on society and culture.
- Assess the events surrounding the Second World War on an ethical and moral basis.
- Trace the Cold War from both the Soviet and American perspectives.
- Explain the challenges affecting newly independent nations in the Third World.
- Compare and rate democracy with alternative systems for countries in the 21st century.
- Analyze the challenges and hopes facing the new Global Community.

Curriculum Units

Unit 1: Outer Strength - Weakness Within

Unit 2: Evolution or Revolution?

Unit 3: Isolation & Collision

Unit 4: Modern State / Modern Mind

Unit 5: Upheaval – Ideas in Action

Unit 6: Upheaval – A New Industrial Order

Unit 7: National Magnetism

Unit 8: Have's & Have Not's

Unit 9: Toward Armageddon

Unit 10: Waking Giants

Unit 11: Global Cataclysm

Unit 12: A Perilous Cold

Unit 13: The Global Age

Pacing Guide – Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> <u>Outer Strength - Weakness Within</u>	11
<u>Unit 2:</u> <u>Evolution or Revolution?</u>	10
<u>Unit 3:</u> <u>Isolation & Collision</u>	10
<u>Unit 4:</u> <u>Modern State / Modern Mind</u>	16
<u>Unit 5:</u> <u>Upheaval – Ideas in Action</u>	11
<u>Unit 6:</u> <u>Upheaval – A New Industrial Order</u>	13
<u>Unit 7:</u> <u>National Magnetism</u>	9
<u>Unit 8:</u> <u>Have's & Have Not's</u>	17
<u>Unit 9:</u> <u>Toward Armageddon</u>	12
<u>Unit 10:</u> <u>Waking Giants</u>	10
<u>Unit 11:</u> <u>Global Cataclysm</u>	15
<u>Unit 12:</u> <u>A Perilous Cold</u>	9
<u>Unit 13:</u> <u>The Global Age</u>	17

Unit 1: Outer Strength, Weakness Within

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Connect strategic location to the success and cultural achievements of the Ottomans	<i>Modern World History</i> Chapter 2 Section 1	6.2.12.A.1.a
2.	Compare the Persian/Shi'a Safavid Empire to the Ottomans	<i>Modern World History</i> Chapter 2 Section 2	6.2.12.A.1.a
3.	Examine Hindu/Muslim relations throughout the Mughal Era	<i>Modern World History</i> Chapter 2 Section 3	6.2.12.A.1.a
4.	Examine the resurgence of China and its crucial mistake of isolationism	<i>Modern World History</i> Chapter 3 Section 2	6.2.12.C.1.a
5.	Contrast Japan's view of foreigners with China's	<i>Modern World History</i> Chapter 3 Section 3	6.2.12.C.1.a

Unit 2: Evolution or Revolution?

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Connect the Italian Renaissance to prior eras	<i>Modern World History</i> Chapter 1 Section 1	6.2.12.B.2.a 6.2.12.D.2.c 6.2.12.C.2.a
2.	Contrast the Northern with the Italian Renaissance	<i>Modern World History</i> Chapter 1 Section 2	6.2.12.D.2.d 6.2.12.D.2.e
3.	Analyze and compare the major styles of Renaissance art	<i>Modern World History</i> Chapter 1 Sections 1 & 2	6.2.12.D.2.a
4.	Assess the impact of Martin Luther on European society	<i>Modern World History</i> Chapter 1 Section 3	6.2.12.D.2.b 6.2.12.D.2.e
5.	Examine the spread of Protestantism and the Catholic response	<i>Modern World History</i> Chapter 1 Section 4	6.2.12.B.2.b

Unit 3: Isolation & Collision

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Examine European motives for long distance exploration	<i>Modern World History</i> Chapter 3 Section 1	6.2.12.C.1.e
2.	Analyze the implications of the discovery of the Americas	<i>Modern World History</i> Chapter 4 Section 1	6.2.12.D.1.d 6.2.12.D.1.e
3.	Compare the colonization of North America with that of Meso-America	<i>Modern World History</i> Chapter 4 Section 2	6.2.12.B.1.a 6.2.12.B.1.b 6.2.12.D.1.f
4.	Assess the phenomenon of African slavery	<i>Modern World History</i> Chapter 4 Section 3	6.2.12.D.1.b 6.2.12.D.1.c
5.	Evaluate the global impact of the Columbian Exchange and the development of the commercial revolution and mercantilism	<i>Modern World History</i> Chapter 4 Section 4	6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.d 6.2.12.D.1.a

Unit 4: Modern State - Modern Mind

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Examine the causes and effects of Spanish absolutism	<i>Modern World History</i> Chapter 5 Section 1	6.2.12.A.2.c
2.	Contrast French absolutism with the English system	<i>Modern World History</i> Chapter 5 Section 2	6.2.12.A.2.c
3.	Compare political developments in Hapsburg Austria with Hohenzollern Prussia	<i>Modern World History</i> Chapter 5 Section 3	6.2.12.A.2.c
4.	Trace the evolution of Russian absolutism and its entrance into European affairs	<i>Modern World History</i> Chapter 5 Section 4	6.2.12.A.2.c
5.	Clarify the true, non-democratic nature of English constitutionalism	<i>Modern World History</i> Chapter 5 Section 5	6.2.12.A.2.c
6.	Assess the social and psychological significance of the Scientific Revolution	<i>Modern World History</i> Chapter 6 Section 1	6.2.12.D.2.d
7.	Connect the scientific method to the socio-political nature of the Enlightenment	<i>Modern World History</i> Chapter 6 Section 2	6.2.12.A.2.a 6.2.12.A.3.a
8.	Investigate the spread of Enlightenment theories into politics, society, and the arts	<i>Modern World History</i> Chapter 6 Section 3	6.2.12.A.2.a 6.2.12.A.2.b 6.2.12.A.3.c

Unit 5: Upheaval, Ideas in Action

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Analyze the underlying causes of the French Revolution	<i>Modern World History</i> Chapter 7 Section 1	6.2.12.A.3.a 6.2.12.A.3.c
2.	Develop a revolutionary matrix using the French Revolution as the prototype	<i>Modern World History</i> Chapter 7 Section 2	6.2.12.A.2.a 6.2.12.A.3.d 6.2.12.D.3.a
3.	Assess the impact of Napoleon on the Revolution and on France in general	<i>Modern World History</i> Chapter 7 Section 3	6.2.12.A.2.a 6.2.12.A.2.b 6.2.12.D.3.a
4.	Examine the connection between Napoleon's personality and his downfall	<i>Modern World History</i> Chapter 7 Section 4	6.2.12.D.3.a
5.	Evaluate the goals vs. the outcomes of the Congress of Vienna	<i>Modern World History</i> Chapter 7 Section 5	6.2.12.A.3.c 6.2.12.A.3.d
6.	Connect the ideals of the French Revolution to Latin American independence	<i>Modern World History</i> Chapter 8 Section 1	6.2.12.A.3.b 6.2.12.B.3.c

Unit 6: Upheaval - A New Industrial Order

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Trace the developments that paved the way for the British Industrial Revolution	<i>Modern World History</i> Chapter 9 Section 1	6.2.12.B.3.b 6.2.12.C.3.a
2.	Assess the positive and negative impacts of the early Industrial Revolution	<i>Modern World History</i> Chapter 9 Section 2	6.2.12.B.3.b 6.2.12.D.3.b
3.	Trace the spread of industrialization to the continent and contrast it with Great Britain	<i>Modern World History</i> Chapter 9 Section 3	6.2.12.C.3.b
4.	Compare and assess the goals and impact of Europe's reform movements	<i>Modern World History</i> Chapter 9 Section 4	6.2.12.A.3.d 6.2.12.A.3.f 6.2.12.C.3.c
5.	Re-assess the long term benefits of the Industrial Revolution in a rapidly changing society	<i>Modern World History</i> Chapter 10 Section 4	6.2.12.C.3.d 6.2.12.D.3.b

Unit 7: National Magnetism

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Contrast the political ideologies of 19 th century Europe	<i>Modern World History</i> Chapter 8 Section 2	6.2.12.A.3.d
2.	Examine nationalism as a unifying or divisive issue in Italy, Germany, and Southeastern Europe	<i>Modern World History</i> Chapter 8 Section 3	6.2.12.D.3.a
3.	Test the extent of true reform amidst the realities of 19 th century Europe	<i>Modern World History</i> Chapter 10 Section 1	6.2.12.A.3.e
4.	Analyze the “revolutionary” nature of the arts throughout the 19 th century	<i>Modern World History</i> Chapter 8 Section 4	6.2.12.A.3.d

Unit 8: Have's and Have Not's

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Investigate English possessions as a benchmark for colonial possessions	<i>Modern World History</i> Chapter 10 Section 2	6.2.12.D.3.d
2.	Trace the imperialist takeover of the African continent	<i>Modern World History</i> Chapter 11 Section 1	6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.C.3.b 6.2.12.C.3.e 6.2.12.D.3.e
3.	Debate the morality of methods of colonial control in 19 th century Africa	<i>Modern World History</i> Chapter 11 Section 2	6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.C.3.e 6.2.12.D.3.d
4.	Examine the concept of <i>geopolitics</i>	<i>Modern World History</i> Chapter 11 Section 3	6.2.12.A.3.g 6.2.12.B.3.a
5.	Trace the early development of Indian nationalism	<i>Modern World History</i> Chapter 11 Section 4	6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.C.3.e 6.2.12.D.3.e
6.	Analyze the diversity of imperialistic approaches in Southeast Asia	<i>Modern World History</i> Chapter 11 Section 5	6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.C.3.e 6.2.12.D.3.e
7.	Examine the results of China's earlier decision to remain traditional and avoid modern industrialization	<i>Modern World History</i> Chapter 12 Section 1	6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.D.3.c
8.	Contrast Japan's response to the industrial West with the approach taken by China	<i>Modern World History</i> Chapter 12 Section 2	6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.D.3.c

9.	Investigate socio-economic conflicts throughout 19th century Latin America	<i>Modern World History</i> Chapter 12 Section 3	6.2.12.C.3.f
10.	Trace the chronology of the Mexican Revolution and identify the major figures involved in it	<i>Modern World History</i> Chapter 12 Section 4	6.2.12.C.3.f

Unit 9: End of Optimism

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Trace the root causes of the First World War	<i>Modern World History</i> Chapter 13 Section 1	6.2.12.D.4.a
2.	Examine the outbreak of World War I as an unstoppable chain reaction of events	<i>Modern World History</i> Chapter 13 Section 2	6.2.12.D.4.a
3.	Analyze the conduct of World War I on each of its various fronts	<i>Modern World History</i> Chapter 13 Section 3	6.2.12.C.4.b 6.2.12.D.4.f 6.2.12.D.4.g
4.	Trace the transition of Russia from tsarist to Bolshevik control	<i>Modern World History</i> Chapter 14 Section 1	6.2.12.A.4.a 6.2.12.D.4.c
5.	Assess & apportion blame for the outbreak of the First World War	<i>Modern World History</i> Chapter 13 Section 4	6.2.12.D.4.a
6.	Evaluate the justness of the Versailles Accords	<i>Modern World History</i> Chapter 13 Section 4	6.2.12.B.4.a 6.2.12.D.4.b
7.	Connect the angst created by the First World War to the arts and philosophy of the "Lost Generation"	<i>Modern World History</i> Chapter 15 Section 1	6.2.12.C.4.c 6.2.12.D.4.j 6.2.12.D.4.k 6.2.12.D.4.l

Unit 10: Waking Giants

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Evaluate the impact of Stalin's totalitarian rule on the Russian people	<i>Modern World History</i> Chapter 14 Section 2	6.2.12.A.4.a 6.2.12.C.4.d 6.2.12.C.5.b
2.	Analyze the condition of China during the 1920's and 1930's	<i>Modern World History</i> Chapter 14 Section 3	6.2.12.A.4.b 6.2.12.D.4.c
3.	Trace the development of modern nations in the Middle East	<i>Modern World History</i> Chapter 14 Section 4	6.2.12.A.4.b 6.2.12.B.4.c
4.	Investigate the nature and foundations of the movement for Indian independence	<i>Modern World History</i> Chapter 14 Section 4	6.2.12.A.4.b 6.2.12.D.4.c
5.	Evaluate the career and methods of Mohandas K. Gandhi	<i>Modern World History</i> Chapter 14 Section 4	6.2.12.D.3.a 6.2.12.D.5.b

Unit 11: Anxiety & Catastrophe

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Investigate the volatile global economy of the 1920's and rate the various national responses to the Great Depression	<i>Modern World History</i> Chapter 15 Section 2	6.2.12.C.4.a 6.2.12.D.4.I
2.	Compare Italian and German fascism to Stalin's approach	<i>Modern World History</i> Chapter 15 Section 3	6.2.12.A.4.a 6.2.12.C.4.a 6.2.12.C.4.d
3.	Trace the sequence of events that made World War II inevitable	<i>Modern World History</i> Chapter 15 Section 4	6.2.12.D.4.d 6.2.12.D.4.e
4.	Analyze the conduct of World War II in both theaters	<i>Modern World History</i> Chapter 16 Sections 1 & 2	6.2.12.B.4.b 6.2.12.D.4.f
5.	Analyze issues associated with the concluding months of World War II	<i>Modern World History</i> Chapter 16 Section 4	6.2.12.C.4.b
6.	Trace the evolution of the Holocaust from 1933 through 1945	<i>Modern World History</i> Chapter 16 Section 3	6.2.12.A.4.c 6.2.12.A.4.d
7.	Internalize the moral issues of the Holocaust	<i>Modern World History</i> Chapter 16 Section 3	6.2.12.D.4.i
8.	Assess the condition of the postwar world	<i>Modern World History</i> Chapter 16 Section 5	6.2.12.C.4.c 6.2.12.D.4.I

Unit 12: A Perilous Cold

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Apportion blame for the origins of the Cold War	<i>Modern World History</i> Chapter 17 Section 1	6.2.12.B.4.d 6.2.12.A.5.a 6.2.12.B.5.a 6.2.12.C.5.a 6.2.12.C.5.c
2.	Examine the impact of Communism on China's society and culture	<i>Modern World History</i> Chapter 17 Section 2	6.2.12.B.5.a
3.	Evaluate American conduct of the Cold War throughout Asia	<i>Modern World History</i> Chapter 17 Section 3	6.2.12.B.4.d 6.2.12.A.5.b 6.2.12.A.5.d 6.2.12.B.5.a
4.	Examine the role played by the Third World during the Cold War	<i>Modern World History</i> Chapter 17 Section 4	6.2.12.D.4.c 6.2.12.B.5.a
5.	Investigate the evolution of Soviet policy through its various Cold War changes in regime	<i>Modern World History</i> Chapter 17 Section 5	6.2.12.B.5.a

Unit 13: A Global Community

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Identify the changes in Eastern Europe that resulted in the end of the Cold War	<i>Modern World History</i> Chapter 19 Section 3	6.2.12.B.5.b
2.	Analyze the causes and effects of the fall of Communism	<i>Modern World History</i> Chapter 19 Section 4	6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.B.5.b
3.	Compare and contrast modern Latin America to postwar Africa	<i>Modern World History</i> Chapter 19 Section 1	6.2.12.A.5.e 6.2.12.C.5.d 6.2.12.D.5.a 6.2.12.A.6.b
4.	Identify postwar independence movements in Africa	<i>Modern World History</i> Chapter 18 Section 3	6.2.12.D.4.h 6.2.12.A.5.c 6.2.12.D.5.b
5.	Connect recent crises in Africa to the legacy of European imperialism	<i>Modern World History</i> Chapter 19 Section 2	6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.C.5.d 6.2.12.D.5.a 6.2.12.A.6.b
6.	Compare the reality of modern India with Gandhi's vision	<i>Modern World History</i> Chapter 18 Section 1	6.2.12.D.4.h 6.2.12.B.5.d 6.2.12.B.5.e 6.2.12.D.5.a
7.	Examine the political problems that plagued Southeast Asia during the second half of the 20 th century	<i>Modern World History</i> Chapter 18 Section 2	6.2.12.D.4.h 6.2.12.A.5.c 6.2.12.A.5.e 6.2.12.C.5.d 6.2.12.D.5.a 6.2.12.A.6.b

8.	Investigate China's evolution into the modern global community	<i>Modern World History</i> Chapter 19 Section 5	6.2.12.C.5.e 6.2.12.A.6.b
9.	Trace the events surrounding the Arab-Israeli conflict	<i>Modern World History</i> Chapter 18 Section 4	6.2.12.A.5.b 6.2.12.B.5.c 6.2.12.B.5.e 6.2.12.C.5.g 6.2.12.A.6.c 6.2.12.A.6.a
10.	Evaluate the impact of Islamic Fundamentalism	<i>Modern World History</i> Chapter 18 Section 5	6.2.12.A.5.e 6.2.12.C.5.f 6.2.12.C.5.g 6.2.12.D.5.c 6.2.12.D.5.d 6.2.12.A.6.c 6.2.12.A.6.d
11.	Analyze the major issues confronting the 21 st Century global community	<i>Modern World History</i> Chapter 20 Epilogue	6.2.12.B.6.a 6.2.12.C.6.a 6.2.12.C.6.b 6.2.12.C.6.c 6.2.12.C.6.d 6.2.12.D.6.a

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
	1	2	3	4	5	6
Score:	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence	Single, distinct focus Unified and coherent
Content and Organization	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent
Usage	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors
Sentence Construction	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/ or sophistication Very few, if any, errors

	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.	
Non-Scorable Responses	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.	
	NE	Not English	Student wrote in a language other than English.	
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.	
Content/ Organization		Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 		<ul style="list-style-type: none"> Tense formation Subject- verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.