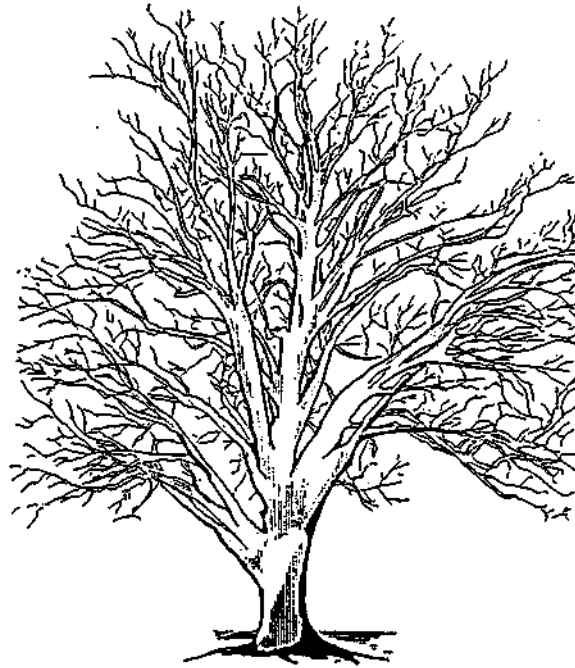


Monroe Township Schools



Curriculum Management System

American Studies II Language Arts

Grade 11

August 2009

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: October 2009

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Acknowledgments

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Monroe Township Schools

Vision, Mission, and Goals

Vision Statement

The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Mission Statement

The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well trained committed staff in a safe and orderly environment.

Goals:

Raise achievement for all students paying particular attention to disparities between subgroups.

Systematically collect, analyze, and evaluate available data to inform all decisions.

Improve business efficiencies where possible to reduce overall operating costs.

Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.

Provide early interventions for all students who are at risk of not reaching their full potential.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The American Studies Program incorporates events in American history with influential American literature of the times. This program offers students the opportunity to understand the historical, social, political, cultural and economic contexts through a variety of teaching and learning strategies designed to enhance critical thinking skills. Students will read, analyze and respond to a representative selection of primary source documents, novels, plays, short stories and non-fiction works while examining specific writers, movements and literary techniques. Students will consider how literary works influence the period of history studied and conversely how the period influences literature. The program is designed to give a panorama of American history, enriched by the study of the corresponding historical period. The program is structured in such a manner as to provide the student with a variety of activities that will enable him/her to understand and appreciate the history of the American people as a part of the overall human experience.

Educational Goals

This course constitutes a limited survey of American literature beginning with the period of the nineteen twenties and continuing to the present. Various genres are investigated. Emphasis is placed on an understanding of the historical, social, cultural, and political factors that shaped the works and continue to shape literature and societal thought today. This course also reinforces individual writing, reading, speaking, listening, and viewing skills.

Students will read, analyze, and respond to a representative array of novels, plays, short stories, poetry, and non-fiction texts, such as essays, letters, and journals. Students will examine specific authors and literary movements, noting their distinctive characteristics, interrelationships, and applicability to the contemporary world. Students will also have the opportunity to improve oral and written communication skills and enhance listening and viewing skills. Students will be required to conduct independent research in order to gain a more insightful and profound understanding of representative historical figures from various eras.

This course satisfies the eleventh grade Language Arts requirement for graduation.

New Jersey State Department of Education Core Curriculum Content Standards

A note about the Language Arts Literacy Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Language Arts Literacy were revised in 2004 to include the five general standards of reading, writing, speaking, listening, and viewing and media literacy, along with specific strands and cumulative progress indicators for each. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Language Arts Literacy may also be found at:

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

American Studies II

Scope and Sequence

Quarter I

Big Idea: Abundance

- I. Modern American Short Story
 - a. Recognize setting, conflict, and mood.
 - b. Recognize the effect of point of view.
 - c. Examine and interpret use of imagery and symbolism in the development of theme.
 - d. Examine use of irony.
 - e. Write a narrative essay.
- III. Poetry of the Harlem Renaissance
 - a. Recognize use of the following poetic devices:
 - Meter and rhyme scheme
 - Similes, metaphors, and extended metaphors
 - Sound devices – assonance and consonance.
 - b. Analyze common themes.
 - e. Create an original poem.

Big Idea: Survival in Scarcity

- V. American Novel of the 1930's
 - a. Examine the depiction of setting.
 - b. Recognize and explain tone and attitude.
 - c. Interpret symbols.
 - d. Analyze characterization.
 - e. Analyze the development of theme.

- II. American Novel of the 1920's
 - a. Identify the structural components of a novel.
 - b. Analyze the use of direct and indirect characterization.
 - c. Recognize characters as products of society.
 - d. Identify protagonist and antagonist.
 - e. Analyze thematic development in a novel.
 - f. Write an essay analyzing character development.
- IV. The Roaring Twenties
 - a. Research elements of popular culture of the 1920's.
 - b. Prepare and deliver an oral presentation using a variety of media.
- VI. The Great Depression
 - a. Research the effects of the Great Depression on the American family.
 - b. Write a narrative essay .

Quarter II

Big Idea: Values and Humanity

- VI. The Holocaust - The Personal Memoir
- Examine effect of point of view on the depiction of historical events.
 - Examine use of imagery and symbolism in development of theme.
 - Recognize use of irony.
 - Recognize and explain use of tone.
 - Write a persuasive essay.

Big Idea: Change and Continuity

- IX. Post-World-War II Drama
- Recognize and explain use of set to establish mood, and to transition from past to present, fantasy to reality in a modern play.
 - Define classic tragic hero and recognize tragic flaw in a character.
 - Analyze use of imagery, and symbolism.
 - Explain the development of societal themes.
 - Write a descriptive passage.
 - Write an expository essay in response to the reading of a literary analysis of a work.

- VII. World War II - American Novel
- Effect of point of view on the depiction of historical events.
 - Recognize author's tone and attitude.
 - Interpret symbolism.
 - Analyze thematic development.
- VIII. Controversial Issues of World War II
- Research a controversial issue related to World War II.
 - Prepare an argument and participate in a debate on a controversial issue.

- X. Post World War II – Novel
- Examine societal roles of men and women.
 - Examine use of diction for effect.
 - Recognize and interpret use of symbolism.
 - Explain the development of societal theme.
 - Write a parody.
- XI. Popular Culture of 1950's
- Research elements of popular culture of the 1950's.
 - Prepare and deliver an oral presentation using a variety of media.
- XII. Poetry of Robert Frost
- Recognize the use of meter and rhyme scheme for effect.
 - Recognize use of figurative language, simile, metaphor, and personification.
 - Recognize use of sound devices.

Quarter III

Big Idea: Revolution

- XIII. The Civil Rights Movement - Drama and Novel of the 1960's
- Recognize dynamic and static characters.
 - Analyze conflict and the development of theme.
 - Write a final scene for the play.
 - Analyze development of symbol.
 - Analyze the development of setting to create mood and tone.

- XV. The Vietnam Years –Novel
- Examine the historical context of the setting.
 - Analyze thematic development.
 - Examine the therapeutic role of writing.
 - Recognize and describe the qualities of good writing.

Quarter IV –

Big Idea: Perspectives

- XVI. Examine current affairs through periodical writing.
- a. Examine social issues of our times.
 - b. Identify bias in journalism.

XVII. The Research Paper

- a. Use a variety of print and non print sources to research a topic related to American history since the 1920's.
- b. Write a research paper using MLA format.

Suggested days of Instruction	Curriculum Management System	Big Idea: Abundance	
	Grade Level/Subject:	Topic: Modern American Short Story	
	Grade II/American Studies	Goal 1: The student will be able to understand, appreciate and analyze American Literature of 1920-1929.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	1.1. Recognize setting, conflict, and mood (3.1.11G.11) 1.2. Recognize the effect of point of view (3.1.11G.7) 1.3. Examine and interpret use of imagery and symbolism in the development of theme (3.1.11G.7) 1.4. Examine the use of irony (3.1.11G.7) 1.5. Write a narrative essay (3.2.11D.2,8)	<ul style="list-style-type: none"> What changes occurred in American society after World War I? How does the literature of the twenties reflect historical events of that period? Are the issues discussed in the works of the period relevant to contemporary society? What are characteristics of Modernism in literature? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> The themes of literature of the period following WWI reflects a feeling of uncertainty and disillusionment that was pervasive in American society. Literature of this period reflects a America's ethnically diverse society. Literature of this period is often experimental in both form and content. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> Social norms changed after WWI. Women cut their hair, wore short skirts, smoked cigarettes, and drank alcohol. Women won the right to vote. 	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of e8 levels (as noted in parentheses).</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><u>Learning Activities</u></p> <ul style="list-style-type: none"> After reading Faulkner's "Race at Morning", students will write an essay comparing Faulkner's view of morality to their own. (analysis) Use a story map to identify elements of a short story. (comprehension) Compare writing styles of Hemingway and Faulkner. (evaluation) <p><u>Assessment Models</u></p> <ul style="list-style-type: none"> Visit Ellis Island. After the trip, students will assume the role of immigrants arriving at Ellis Island at the turn of the century and write a narrative account of their arrival. (synthesis) <p>Resources: "The Far and the Near" by Thomas Wolfe "The Worn Path" by Eudora Welty "Anxiety" by Grace Paley "Race at Morning" by William Faulkner</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Abundance	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: Modern American Short Story	
		<u>Goal 1:</u> The student will be able to understand, appreciate and analyze American Literature of 1920-1929.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>"Noble Prize Acceptance Speech" by William Faulkner</p> <p>"The Jilting of Granny Witherspoon" by Katherine Anne Porter</p> <p>Stories are found in <i>Timeless Voices, Timeless Themes The American Experience</i> Prentice Hall Literature</p> <p>Field Trip: Ellis Island National Monument</p> <p><u>GRASPS</u> (Comprehension, Analysis, Evaluation, Synthesis)</p> <p>Goal: Your task is to write an oral history based on an interview with an immigrant.</p> <p>Role: You are a reporter for Time Magazine. You have been assigned to conduct an interview with a person who immigrated to the U.S. from another country.</p> <p>Audience: Your audience is the readers of the magazine. You will reveal to your readers the rewards and the hardships of the immigrant experience.</p> <p>Situation: You are at the home of your subject. Your subject is a bit uncomfortable sharing his story with you. You must make him feel at ease and ask questions that will evoke conversation.</p> <p>Product: Your oral history may be presented as a narrative, or in transcript form.</p> <p>Standards: Your article must contain the following information:</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Abundance	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: Modern American Short Story	
		<u>Goal 1:</u> The student will be able to understand, appreciate and analyze American Literature of 1920-1929.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> • An introduction that that tells who you interviewed, where that person emigrated from, when he/she arrived in the U.S., and what the person is doing at present. • A brief description of the social/political climate of the country of origin of your subject during the period in which he/she emigrated. If possible relate to person's reason for emigration. • A written account of your interview. • A conclusion that is a personal reaction to this assignment.

Suggested days of Instruction	Curriculum Management System	Big Idea: Abundance	
	Grade Level/Subject:	Topic: Poetry of the Harlem Renaissance	
	Grade II/American Studies	Goal 1: The student will be able to understand, appreciate and analyze American Literature of 1920- 1929.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6	1.6. Identify the speaker (3.1.11D.3) 1.7. Examine use of meter and rhyme scheme for effect (3.1.11G.7) 1.8. Examine use of similes, metaphors and extended metaphors (3.1.11G.7) 1.9. Examine use of sound devices – assonance and consonance (3.1.11G.7) 1.10. Examine development of common themes (3.1.11G.11) 1.11. Create an original poem (3.2.11D.2)	<ul style="list-style-type: none"> Why was the Harlem Renaissance significant? What are some of the common themes in the poetry of the Harlem Renaissance? What was it like to be an African American during the 1920's? <p>Enduring Understandings</p> <ul style="list-style-type: none"> Poetry of the Harlem Renaissance is significant because it expresses the beauty and richness of Black culture. Poetry of the Harlem Renaissance often deals with themes of racism and injustice that are still relevant. <p>Sample Conceptual Understandings</p> <ul style="list-style-type: none"> Black Americans suffered many injustices because of racism. Human beings share common emotions and dreams despite racial differences. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> After reading Langston Hughes' poem "Theme for English B", students will write and original poem describing themselves. (Synthesis) Students will work in groups to create a bulletin board display of poets/poems of the Harlem Renaissance. (Application) <p>Suggested Resources: "Any Human to Another" by Countee Cullen "The Negro Speaks of Rivers" by Langston Hughes "Theme for English B" by Langston Hughes "Storm Ending" by Jean Toomer "A Black Man Talks of Reaping" by Arna Bontemps* <i>*Timeless Voices, Timeless Themes The American Experience</i> Prentice Hall Literature</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Abundance	
	Grade Level/Subject:	Topic: The American Novel of the 1920's	
	Grade II/American Studies	Goal 1: The student will be able to understand, appreciate and analyze American Literature of 1920- 1929.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	1.12. Identify and examine the structural components of the novel (3.1.11G.1-2) 1.13. Analyze the use of direct and indirect characterization (3.1.11G.1-2) 1.14. Recognize characters as products of society (3.1.11G.5) 1.15. Identify the protagonist/antagonist (3.1.11G.1-2) 1.16. Analyze thematic development in a novel (3.1.11G.11) 1.17. Write an essay analyzing character development (3.2.11D.2)	<ul style="list-style-type: none"> What is the American dream? How does the American dream reflect the values of American society? In what ways is American society flawed? How can we as writers, analyze/critique the American Dream? How is the theme of illusion developed through <i>Gatsby</i>? How is historical context reflected in the novel? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> The American dream reflects both the idealism of American society and the weaknesses of American society. It important to examine weaknesses in our society in order to overcome them. It is important to be able to differentiate between illusion and reality. Literature of the 1920s reflects the historical context of the period. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> Human relationships are more important than material possessions. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> While reading <i>The Great Gatsby</i>, students will keep a journal of notes on one assigned character. (Comprehension) Students will create a life size portrait which will portray the character and include significant quotations, and symbols which relate to that character. (Analysis) Students will write an essay analyzing the character development of Nick Carraway. (Analysis) Students will write an essay analyzing Fitzgeralds attitude towards wealth and those who possess it in <i>The Great Gatsby</i>. (Analysis) <p>Suggested Resources: <i>The Great Gatsby</i> by F. Scott Fitzgerald Film: <i>The Great Gatsby</i> directed by Jack Clayton, released 1974.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Abundance	
	Grade Level/Subject:	Topic: The Roaring Twenties.	
	Grade II/American Studies	Goal 2: The student will understand and appreciate American Popular Culture of the 1920's.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	2.1. Research elements of popular culture of the 1920s (3.5.11C.1) 2.2. Prepare and deliver an oral presentation using a variety of media (3.3.11C.1) (3.3.11D.1-6)	<ul style="list-style-type: none"> What was it like to live in America during the 1920's? How did elements of pop culture of the 1920's impact American society? What techniques help make a presentation effective? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> Using principles of good public speaking, in addition to the inclusion of media props such as Power Point presentations, audio, graphics etc help create an effective oral presentation. Elements of popular culture such as jazz music, film and the automobile had a powerful impact on American society. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> Jazz music is a uniquely American form of music. The increased popularity of the automobile changed American life, and led to development of businesses such as roadside diners, motels etc. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> Students will research, develop and deliver a multimedia presentation on one of the following elements of 1920's pop culture including: <ul style="list-style-type: none"> Music - research music of the period and play musical selections. Dance – learn the Charleston and create a video to teach it to the class. Fashion – research clothes, hair styles and make-up of the 1920's and present a visual display. Cars – research cars of the 1920's and their effect on American society. Sports – research sports and sports figures of the 1920's Movies –research Oscar winning films of the 1920's and present video clips. <p>Student presentations will be assessed using a rubric focusing on preparation, delivery, and inclusion of media such as visuals, art, music, or technology. (Synthesis)</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Survival in Scarcity	
	Grade Level/Subject:	Topic: American Novel of the 1930s.	
	Grade II/American Studies	Goal 3: The student will understand, appreciate and analyze American Literature of 1930-1939.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
15	3.1. Examine the depiction of setting (3.1.11G.5) 3.2. Recognize and explain tone and attitude (3.1.11G.11) 3.3. Interpret symbolism (3.1.11G.7) 3.4. Examine characterization (3.1.11G.1-2) 3.5. Analyze characterization (3.1.11G.1-2) 3.6. Analyze the development of theme (3.1.11G.11)	<ul style="list-style-type: none"> How much responsibility should government bear in providing for the welfare of citizens in a free enterprise system? How much responsibility should an individual bear in providing for the welfare of his fellow man? Is the American Dream accessible to all Americans? Where is the line drawn between self-preservation and charity? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> The Great Depression had a devastating effect on many Americans. Although the free enterprise system provides enormous opportunity for the individual, society does have a responsibility to aid those in great need especially during times of great hardship. In times of great hardship, people recognize what is most important to them. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> Government programs such as welfare, and social security developed in response to desperate poverty of the Great Depression. People will pull together to help each other in times of great hardship. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> While reading <i>The Grapes of Wrath</i> students will work collaboratively to write a dramatic monologue in the voice of one of the characters in the novel. The monologue should <ul style="list-style-type: none"> Meet the definition of a dramatic monologue, Accurately and appropriately represent the character in a voice that seems authentic to that individual Reflect a knowledge of the character and his/her role in the novel, and Reveal some previously unknown facet of the character's life (Synthesis) Students will use the internet to access the Library of Congress Web site, <i>Voices from the Dust Bowl</i> http://lcweb2.loc.gov/ammem/afctshhtml/tshome.html. Students should pay special attention to "The Migrant Experience" section at http://lcweb2.loc.gov/ammem/afctshhtml/tsme.html. and select two or three compelling items they feel enhance their understanding of <i>The Grapes of Wrath</i>. Students will share their choices and explain why they selected them. (Evaluation) After learning about New Deal programs, students will use THOMAS, the Library of Congress's on-line legislative site, to identify at

Suggested days of Instruction	Curriculum Management System	Big Idea: Survival in Scarcity	
	<u>Grade Level/Subject:</u>	Topic: American Novel of the 1930s.	
	Grade II/American Studies	<u>Goal 3:</u> The student will understand, appreciate and analyze American Literature of 1930-1939.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>least two current pieces of proposed legislation dealing with a program that is a legacy of one of the New Deal programs. After examining and researching these pieces of legislation, student groups will prepare a position paper on their program. The position paper will contain two main elements. First, students explain the contemporary program. Second, the student will analyze the following:</p> <ul style="list-style-type: none"> - Who does this program benefit? - Given the budgetary restrictions of the government, should the existing program remain intact, be reduced, or be expanded? (Comprehension, Analysis) <p>Suggested Resources: <i>The Grapes of Wrath</i> by John Steinbeck Readings from <i>The Worst Hard Time</i> by Timothy Egan Film: <i>The Grapes of Wrath</i> directed by John Ford 1940</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Survival in Scarcity	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: The Great Depression	
		<u>Goal 4:</u> The student will be able to understand the events that led to the Great Depression and its political, economic and social impact on American life.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	4.1. Research the effects of the Great Depression on the American family (3.5.11C.1) 4.2. Write a narrative essay (3.2.11D.2)	<ul style="list-style-type: none"> What effect does economic hardship have on people? How can people survive and overcome adversity? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> The human spirit is able to endure and overcome great adversity. Writers use information drawn from research to create stories. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> In search of work, many Americans hopped trains and traveled the country. During the depression, many children dropped out of school to help support their families. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> Using a web quest, students will research the effects of the Great Depression on the American family. (Comprehension) After completing research, write a narrative essay describing the effects of the Great Depression on the American family. Use first person voice. (Synthesis) <p>Suggested Resources: http://www.kn.att.com/wired/fil/pages/webthegreamr1.html</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Values and Humanity	
	Grade Level/Subject: Grade II/American Studies	Topic: The Holocaust – The Personal Memoir	
		Goal 5: The student will be able to understand, appreciate and analyze American Literature of the World War II era.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
7	<p>5.1. Examine the effect of point of view on the depiction of a historical event (3.1.11G.5)</p> <p>5.2. Examine the use of imagery and symbolism in the development of theme (3.1.11G.11)</p> <p>5.3. Recognize the use of irony (3.1.11G.8)</p> <p>5.4. Recognize and explain tone (3.1.11G.11)</p> <p>5.5. Write a persuasive essay (3.2.11D.2)</p>	<ul style="list-style-type: none"> What is genocide? What factors contribute to the occurrence of genocide? How causes genocide to occur? How can genocide be prevented? <p>Enduring Understandings</p> <ul style="list-style-type: none"> The holocaust was not and isolated incident in history. There have been many genocides in the past and today. It is important to study the holocaust and other genocides to understand how and why genocides occur in order to prevent future genocides. <p>Sample Conceptual Understandings</p> <ul style="list-style-type: none"> Having a better understanding of other races and cultures can prevent future genocides. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> After reading <i>Night</i>, students will write a persuasive essay addressing the question of whether or not Eli Wiesel's story is still relevant today. (Evaluation) <p>Suggested Resources:</p> <p><i>Night</i> by Elie Wiesel</p> <p>Websites:</p> <p>(http://www.genocidewatch.org) and (http://www.ppu.org.uk/genocide/g_genocide_intro.html)</p> <p>The Media Specialist has also prepared a list of web cites that may be helpful. (updated annually)</p> <p>Films:</p> <p><i>Shindler's List</i> directed by Stephen Spielberg released 1993</p> <p><i>The Pianist</i> directed by Roman Polanski released 2002</p> <p>Field Trip to Nation Holocaust Memorial Museum in Washington D.C.</p> <p>GRASPS:</p> <p>(Comprehension, Analysis, Synthesis)</p> <p>Goal: Your task is to work with a team of researchers to write a chapter on genocide for a new edition of a high school history text.</p> <p>Role: You are a graduate student at an Ivy League university. You have been selected by your advisor to work with a group of students to help him do research for, and</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Values and Humanity	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: The Holocaust – The Personal Memoir	
		<u>Goal 5:</u> The student will be able to understand, appreciate and analyze American Literature of the World War II era.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>write the text book he hopes to publish.</p> <p>Audience: Your audience will be juniors in high school studying about the holocaust.</p> <p>Situation: You will be working as a team to write a chapter about a genocide that has occurred after WWII.</p> <p>Product: You will include in your chapter information that will help students understand why genocides occur. You will include pictures, graphs and primary source information as possible.</p> <p>Standards: Your chapter will include the following information:</p> <ul style="list-style-type: none"> • The impetus for the genocide. • The groups that were involved both as victim and aggressor. • The duration of the genocide. • The approximate death toll of the Genocide. • An explanation of how the lives of the survivors were effected. • An examination of how the international community responded to the genocide.

Suggested days of Instruction	Curriculum Management System	Big Idea: Values and Humanity	
	Grade Level/Subject: Grade II/American Studies	Topic: An American Novel of the World War II Era.	
		<u>Goal 6:</u> The student will be able to understand, appreciate and analyze American Literature of the World War II era.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	6.1. Examine the effect of point of view on the depiction of an historical event. (3.1.11G.5) 6.2. Recognize author's tone and attitude. (3.1.11G.11) 6.3. Interpret symbolism. (3.1.11G.7) 6.4. Analyze thematic development. (3.1.11G.11)	<ul style="list-style-type: none"> What were the effects of the use of the atomic bomb in Hiroshima? How is the story of Hiroshima proof that the human spirit can never be defeated? How can the use of weapons of mass destruction ever be justified? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> The use of weapons of mass destruction has devastating effects on the lives of real human beings. The future use of such weapons must be prevented. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> War effects individuals; real human beings with lives and families much like our own. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> After reading <i>Hiroshima</i>, students will write an essay explaining how one character's life was effected by the bombing. (Comprehension) Read and respond to a critical review of the novel. Student will defend or refute the position of the critic. (Analysis) <p>Suggested Resources: <i>Hiroshima</i> by John Hersey Film clips on Discovery Education Streaming</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Values and Humanity	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: Controversial Issues of World War II	
		<u>Goal 7:</u> The student will be able to understand the role of the US in World War II and discuss its effects on American Society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	<p>7.1. Students will research a controversial issue related to World War II. (3.5.11C.1)</p> <p>7.2. Prepare an argument and participate in a debate on a controversial issue. (3.3.11D.1-6)</p>	<ul style="list-style-type: none"> What points are essential to presenting an effective argument in a debate? What qualities enhance effective public speaking? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> Using principles of good public speaking, in addition to carefully researching both sides of an issue, helps in presenting an effective argument in a debate. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> When speaking before an audience it is important to make eye contact. Prepare for a debate by predicting what your opponent will say. 	<p><u>GRASPS</u> (Comprehension, Analysis, Evaluation, Synthesis) Goal: You will participate in a debate on a controversial issue related to WWII and present a convincing argument for your assigned position on this issue. Role: You are a member of a high school debate team. Audience: You need to impress judges that your position is presented most convincingly. Situation: You must research a controversial issue related to WWII. Possible topics include:</p> <ul style="list-style-type: none"> The execution of Pvt. Eddie Slovik The use of the atomic bomb. The internment of Japanese-Americans The refusal of both the U.S. and Cuba to accept Jewish refugees aboard the St. Louis. Should the U.S. have entered the war sooner? <p>Product: You will be assigned a position on this argument on the day of the debate, so you must be prepared to argue either position and be able to refute the arguments of your opponents. Standards: To be successful, you must demonstrate principles of good public speaking, and demonstrate careful research on both sides of the issue. You must support your position with factual</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Values and Humanity	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: Controversial Issues of World War II	
		<u>Goal 7:</u> The student will be able to understand the role of the US in World War II and discuss its effects on American Society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>information and a logical and convincing argument.</p> <p><u>Suggested Resources:</u> <u>Japanese Internment</u> Smithsonian National Museum of American History http://americanhistory.si.edu/ Rabbit in the Moon: PBS http://www.pbs.org/pov/pov1999/rabbitinthemoon/index.html Japanese Internment: A List of Annotated Internet Sites http://newton.uor.edu/Departments&Programs/AsianStudiesDept/asianam-intern.html Ansel Adams's Photographs of Japanese – American Internment at Manzanar http://www.memory.loc.gov/ammem/collections/anseladams/ American Women's History: Japanese American Internment http://www.mtsu.edu/~kmiddlet/history/women/wh-internment.html#manu Resources for Snow Falling on Cedars: Japanese Internment http://www.mlb.ilstu.edu/crsres/campres.htm#intern et Weblinks: Front Matter Project http://www1.law.ucla.edu/~kang/racerightsreparation/Resources/Web_Links/web_links.html Japanese American Exhibit and Access Project http://www.lib.washington.edu/exhibits/harmony/ NPR: Weenie Royal: Food and the Japanese Internment http://www.npr.org/templates/story/story.php?storyId=17335538 </p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grade II/American Studies	Big Idea: Values and Humanity	
		Topic: Controversial Issues of World War II	
		Goal 7: The student will be able to understand the role of the US in World War II and discuss its effects on American Society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Atomic Bomb Japan as a World Power http://www.fordham.edu/halsall/eastasia/eastasiasbook.html#Japan%20as%20a%20World%20Power WWW-VL: HISTORY: USA: 1940-1950 Includes information on the Manhattan Project and the Japanese Internment http://www.lib.washington.edu/subject/History/vl/1940s/ Digital History: Atomic Age http://www.digitalhistory.uh.edu/resource_guides/content2.cfm?tpc=26 The Decision to Drop the Atomic Bomb Documents http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php Debating the American Decision to Drop the Atomic Bomb http://www.colorado.edu/AmStudies/lewis/2010/atomic.htm National Atomic Museum: The Manhattan Project http://www.atomicmuseum.com/tour/manhattanproject.cfm The Cost of the Manhattan Project http://www.brook.edu/FP/PROJECTS/NUCWCOST/MANHATTN.HTM Manhattan Project Scientists http://dir.yahoo.com/Arts/Humanities/History/By_Time_Period/20th_Century/Military_History/World_War_II/Atomic_Bomb/Manhattan_Project/Scientists/ The Alsos Digital Library for Nuclear Issues http://alsos.wlu.edu DOE Openness: Human Radiation

Suggested days of Instruction	Curriculum Management System	Big Idea: Values and Humanity	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: Controversial Issues of World War II	
		<u>Goal 7:</u> The student will be able to understand the role of the US in World War II and discuss its effects on American Society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			http://www.eh.doe.gov/ohre/roadmap/roadmap/part2.html Los Alamos National Laboratory Video Library http://www.lanl.gov/worldview/news/video.shtml <u>St. Louis Ocean Liner (Jewish Refugees)</u> United States Memorial Holocaust Museum http://www.ushmm.org http://www.ushmm.org/uia-cgi/uia_query http://www.ushmm.org/outreach/louis.htm http://www.ushmm.org/stlouis/search/botnew.htm Timeline of Nazi Abuses: 1939 http://www.pbs.org/wgbh/nova/holocaust/time1939s.ans.html American Jewish Historical Society http://www.ajhs.org/publications/chapters/chapter.cfm?documentID=303 The Voyage of the Damned: The Tragedy of the S.S. St. Louis http://www.radiohc.cu/ingles/especiales/agosto04/especiales20agosto.htm The Tragedy of the S.S. St. Louis http://www.jewishvirtuallibrary.org/jsource/Holocaust/stlouis.html The Voyage of the Damned: What was the U.S. Coast Guard's Role? http://www.uscg.mil/hq/g-cp/history/faqs/St_Louis.html Human Rights First: Protecting Asylum Seekers http://www.humanrightsfirst.org/archives/arc_refs/herald.htm U.S. Citizenship and Immigration Services http://uscis.gov/graphics/services/asylum/index.htm

Suggested days of Instruction	Curriculum Management System	Big Idea: Values and Humanity	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: Controversial Issues of World War II	
		<u>Goal 7:</u> The student will be able to understand the role of the US in World War II and discuss its effects on American Society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>National Immigration Forum http://www.immigrationforum.org/DesktopDefault.aspx?tabid=87 Eddie Slovik Eddie Slovik: Wikipedia Encyclopedia http://en.wikipedia.org/wiki/Eddie_Slovik The Execution of Pvt. Eddie Slovik http://info.detnews.com/history/story/index.cfm?id=103&category=people The U.S. Military Death Penalty http://www.deathpenaltyinfo.org/article.php?did=180&scid=32 Code of Conduct for the Armed Forces of the United States http://usmilitary.about.com/od/theorderlyroom/l/blcode.htm National Institute for Military Justice GO to Research Tools , TYPE in the keyword "Execution" This will return the document called "Procedures for Military Executions" Document AR-190 http://www.nimj.com/Grid.asp?full=True&page=&Base=resources Neutrality BBC News Special Report : President Roosevelt Proclaims Neutrality http://news.bbc.co.uk/1/hi/special_report/1999/08/99/world_war_ii/430187.stm Neutrality Acts http://history.acusd.edu/gen/WW2Timeline/neutralityacts.html Diplomatic and Political Documents of WWII</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Values and Humanity	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: Controversial Issues of World War II	
		<u>Goal 7:</u> The student will be able to understand the role of the US in World War II and discuss its effects on American Society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			http://ftp.metalab.unc.edu/hyperwar/Dip/index.html President Wilson's Declaration of Neutrality http://www.lib.byu.edu/~rdh/wwi/1914/wilsonneut.html "Neutrality Act" of August 31, 1935, JOINT RESOLUTION http://www.mtholyoke.edu/acad/intrel/interwar/neutralityact.htm "Neutrality Act" of February 29, 1936 http://www.mtholyoke.edu/acad/intrel/interwar/neutrality2.htm Documents Related to WWII http://www.mtholyoke.edu/acad/intrel/ww2.htm Fireside Chat: On the European War http://www.mhrcc.org/fdr/chat14.html Franklin Delano Roosevelt: Speeches, etc. http://odur.let.rug.nl/~usa/P/fr32/index.htm Franklin Roosevelt Library and Museum Provides many acts and speeches that pertain lend-lease act, four freedoms, declaration of war, etc. http://www.fdrlibrary.marist.edu/ourdocs.html Lend-Lease Act http://www.yale.edu/lawweb/avalon/decade/decade04.htm http://www.yale.edu/lawweb/avalon/wwii/amsov42.htm http://www.history.navy.mil/faqs/faq59-23.htm http://encarta.msn.com/encyclopedia_761564262/Lend_Lease.html

Suggested days of Instruction	Curriculum Management System	Big Idea: Change and Continuity	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: Post-World-War II Drama	
		<u>Goal 8:</u> The student will be able to understand, appreciate and analyze American Literature of the Post-War era.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
7	<p>8.1. Recognize and explain use of set to establish mood, transition from past to present and from fantasy to reality in a modern play. (3.1.11G.11)</p> <p>8.2. Define classic tragic hero and recognize tragic flaw in a character. (3.1.11G.2)</p> <p>8.3. Analyze the use of imagery, and symbolism. (3.1.11G.7)</p> <p>8.4. Explain the development of societal themes. (3.1.11G.11)</p> <p>8.5. Write an analytic essay. (3.2.11D.2)</p> <p>8.6. Write an expository essay in response to reading of a literary analysis of a work. (3.2.11D.2)</p>	<ul style="list-style-type: none"> Is the American Dream attainable? How does pressure to conform affect the individual? How does advertising distort values and the American dream? What effect do the expectations of parents have on children? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> Individuals are happiest and most successful when they pursue their own talents and interests. Success need not necessarily be measured in terms of material possessions. While it is important to have dreams, it is also important to be able to recognize the difference between fantasy and reality. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> Parents sometimes have unrealistic expectations for their children. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> Free write about a childhood memory. Include as many sensory details as you can. (Application) After reading the play <i>Death of a Salesman</i>, students will read Arthur Miller's essay "Tragedy and the Common Man". Students will judge whether or not Willie Loman fits Miller's definition of a modern tragic hero. Students will write essays supporting their interpretations. (Evaluation) <p>Suggested Resources: <i>Death of a Salesman</i> by Arthur Miller Film: <i>Death of a Salesman</i> directed by Volker Schlöndorff released 1984 Reading: "Tragedy and the Common Man" by Arthur Miller</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Change and Continuity	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: Post World War II – Novel	
		<u>Goal 9:</u> The student will be able to understand, appreciate and analyze American Literature of the Post-War era.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	9.1. Examine roles of men and women in society. (3.1.11G.5) 9.2. Examine use of diction for effect. (3.1.11G.8) 9.3. Examine the development of symbolism. (3.1.11G.7) 9.4. Examine the development of societal themes. (3.1.11G.5) 9.5. Create a satire or parody. (3.2.11D.2)	<ul style="list-style-type: none"> How do experiences shape identity? How do relationships affect identity? How do social institutions shape identity? What is the relationship between the acquisition of knowledge and the loss of innocence? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> Adolescence can be a painful time of life as a young person struggles to develop individual identity and values. Traumatic life experiences can cause depression/mental illness. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> Individuals need not give up the ideals of youth when they become adults. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> While reading <i>The Catcher in the Rye</i> write a series of poems in the voices of characters in the novel. (Synthesis) After reading <i>The Catcher in the Rye</i> write a piece of fan fiction. Choose a character in the novel and imagine his or her life either before or after the time of the novel. Write a logical preview or extension of what we know about the character in the book. Adopt Salinger's style. (Synthesis) After reading <i>The Catcher in the Rye</i> research information about clinical depression, and identify the symptoms of the illness that Holden Caulfield demonstrates in the novel. (Comprehension) After reading the novel, read and respond to a critical review of the novel. (Analysis) <p>Suggested Resources: <i>The Catcher in The Rye</i> by J.D. Salinger</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grade II/American Studies	Big Idea: Change and Continuity	
		Topic: Popular Culture of 1950's	
		<u>Goal 10:</u> The student will be able to understand and appreciate American Popular Culture of the 1950's.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	<p>10.1. Research elements of popular culture of the 1950's. (3.5.11C.1)</p> <p>10.2. Prepare and deliver an oral presentation using a variety of media. (3.3.11D.1-6)</p>	<ul style="list-style-type: none"> What was life like in America in the 1950's? How does popular culture of the 1950's reflect the sociological/historical events of the period? How did elements of pop culture of the 1950's impact American society? What techniques help make a presentation effective? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> Using principles of good public speaking, in addition to the inclusion of media props such as Power Point presentations, audio, graphics etc help create an effective oral presentation. Elements of popular culture such as rock and roll music, the increasing popularity of the automobile, the population shift to the suburbs etc. had a powerful impact on American society. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> Youth had a powerful influence on the music, films and fashions of the 1950's. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> Students will host a 1950's party. At the party server snacks that were popular in the 1950's. Play music of the period. Wear clothes of the period and learn/teach popular dances. (Knowledge) Students will research, develop and deliver a multimedia presentation on some aspect of 1950's pop culture. Possible topics include: <ul style="list-style-type: none"> - cars - music - movies - fashions - bomb shelters - suburban housing developments (Synthesis)

Suggested days of Instruction	Curriculum Management System	Big Idea: Change and Continuity	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: Poetry of Robert Frost	
		<u>Goal 11:</u> The student will be able to understand, appreciate and analyze American Literature of the Post-War era.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	<p>11.1. Recognize the use of meter and rhyme scheme for effect. (3.1.11D.2-3)</p> <p>11.2. Recognize the use of figurative language, simile, metatphor, personification and symbolism. (3.1.11G.7-8)</p> <p>11.3. Recognize the use of sound devices. (3.1.11G.6)</p> <p>11.4. Analyze theme. (3.1.11G.11)</p>	<ul style="list-style-type: none"> How does the theme revealed in poetry relate to personal life experiences? How do themes revealed in poetry relate to themes in the novel? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> There are universal themes found in the poetry of Robert Frost. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> The poetry of Robert Frost can be interpreted on multiple levels. The reader must dig beneath the surface to fully appreciate his work. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> The poem "The Road Not Taken" concerns life decisions. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> Each student will develop and present a mini lesson analyzing one poem. Student will identify the poetic devices in the poem. Student will develop questions that help the class identify and analyze possible themes in the poem. (Synthesis) After reading "The Road Not Taken", the students will read two contrasting critical interpretations of the poem. The students will work in pairs to find evidence to support each interpretation. (Analysis) <p>Suggested Resources:</p> <p>"Birches", "Stopping by the Woods on a Snowy Evening", "Mending Wall", "Out, Out_", "The Gift Outright", "The Road Not Taken", "Acquainted with the Night" by Robert Frost*</p> <p><i>*Timeless Voices, Timeless Themes The American Experience</i> Prentice Hall Literature</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Revolution	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: The Civil Rights Movement - Drama and Novel of the 1960's	
		<u>Goal 12:</u> The student will be able to understand, appreciate and analyze American Literature of the related to the Civil Rights movement.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
7	<p>12.1. Recognize dynamic and static characters. (3.1.11G.2)</p> <p>12.2. Analyze conflict and the development of theme. (3.1.11G.11)</p> <p>12.3. Write a final scene for the play. (3.2.11D.2)</p>	<p>Drama:</p> <ul style="list-style-type: none"> Are dreams important? What values are more important than money? How is the historical context of the civil rights movement reflected in the play? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> People need dreams to sustain them through life's difficulties. A sense of integrity and family relationships are more important than money. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> After reading <i>A Raisin in the Sun</i> write a final act of the play predicting what will happen to the Younger family one year in the future. Students will model characters' actions to be consistent with characterization revealed in the play. (Synthesis) Students will read a selection of poems by Langston Hughes. Analyze and explain how themes in his poems reflect themes in the play. (Analysis) <p>Suggested Resources: <i>"A Raisin in the Sun"</i> by Langston Hughes</p> <p>Film: <i>A Raisin in the Sun</i> directed by Daniel Petrie released 1961 <i>A Raisin in the Sun</i> directed by Bill Duke released 1989</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Revolution	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: The Civil Rights Movement - Drama and Novel of the 1960's	
		<u>Goal 12:</u> The student will be able to understand, appreciate and analyze American Literature of the related to the Civil Rights movement.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	12.4 Analyze development of symbol. (3.1.11G.7) 12.5 Analyze the development of setting to create mood and tone. (3.1.11G.11)	<p>Novel:</p> <ul style="list-style-type: none"> • What is courage? • What is justice? • What makes someone a good parent? • What does it mean to be an individual in society? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • People see the world through the lens of their own experience and background. • We can understand others better by considering their experiences, background, and perspective. • Understanding or empathy can compel kindness and check cruelty. • It is important to stand up for your beliefs even when it is not easy to do so. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> • Children learn values from their parents. In the novel Scout and Jem learn empathy from Atticus. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will read a variety of primary source documents to develop an understanding of the impact of Jim Crow Laws in the South. (Comprehension) • Students refer to a list of personal values and create a list of the ten values they feel are most important to them in order of importance. They will share the list with the class, first explaining their understanding of the meaning of each value. The students will then have a parent do this activity. Students will then compare their values with those of their parents. (Evaluation) • View a documentary film about the Scottsboro Boys' case. Students will refer to the a timeline of the Scottsboro cases. Then write three diary entries for the day in April 1931 on which the first group of Scottsboro defendants were sentenced to death. One entry should be from either Ruby Bates or Victoria Price, one should be from one of the defendants, and one should be from one of the jurors. In each diary entry, describe how you think that person might have felt after the trial. (Synthesis) • Read a new story about the Scottsboro boys case that appeared in an African American newspaper in 1935. Then, read a few of the <i>New York Times</i> stories about the case. Write an essay explaining how the story from the African American newspaper differs from the <i>New York Times</i> stories.

Suggested days of Instruction	Curriculum Management System	Big Idea: Revolution	
	<u>Grade Level/Subject:</u>	Topic: The Civil Rights Movement - Drama and Novel of the 1960's	
	Grade II/American Studies	<u>Goal 12:</u> The student will be able to understand, appreciate and analyze American Literature of the related to the Civil Rights movement.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>(Evaluation)</p> <ul style="list-style-type: none"> Students will write an account from the point of view of one of the following characters: <ul style="list-style-type: none"> a member of the black community a member of jury who believed Tom but was afraid to go against others on the jury newspaper reporter from New York Judge Taylor in his later years Reverend Sykes Atticus in his journal Miss Maudie Mayella Bob Ewell <p>Adopt a voice appropriate for the character chosen. (Synthesis)</p> <p>Suggested Resources: <i>To Kill a Mockingbird</i> by Harper Lee Films: <i>To Kill a Mockingbird</i> directed by Robert Mulligan released 1962 PBS film <i>Scottsboro: An American Tragedy</i> co-directed by Barak Goodman and Daniel Anker Website: http://www.pbs.org/wgbh/amex/scottsboro/tguide/index.html</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Revolution	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: The Vietnam Years – Novel	
		<u>Goal 13:</u> The student will be able to understand, appreciate and analyze American Literature of the 1970's.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	<p>13.1. Examine the setting in historical context. (3.1.11G.5)</p> <p>13.2. Examine the development of themes. (3.1.11G.11)</p> <p>13.3. Recognize the therapeutic value of writing. (3.1.11G.11)</p> <p>13.4. Examine qualities of good writing. (3.2.11D.3)</p>	<ul style="list-style-type: none"> What effect do war-time experiences have on an individual? How does writing help the writer deal with the past? What qualities make good writing? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> Veterans of war may suffer from feelings of guilt and memories of horrific experiences. Writing about painful experiences, may help a person express feelings and move on in life. Good writing honestly expresses human emotions. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> An individual's possessions reveal truths about a person. <p>Suggested Resources: <i>The Things They Carried</i> by Tim O'Brien Website: http://www.vietvet.org/thepast.htm Field trip: The New Jersey Vietnam Veterans' Memorial and Vietnam Era Educational Center in Holmdel, NJ</p>	<p>Learning Activities:</p> <ul style="list-style-type: none"> Students will develop a lesson for one of the stories in <i>The Things They Carried</i> by Tim O'Brien. In the lesson the students will identify and explain some element of significance for that story. Possible points of significance include: <ul style="list-style-type: none"> development of an ongoing theme in the novel character development illustration of an element of author's style Students will explain the theme of the story, identify quotations that illustrate the theme and develop comprehension and analysis questions related to the story lesson for the class to answer. (Synthesis) Students will explore the following website: "http://www.vietvet.org/thepast.htm. It is a huge repository for pictures, stories, and poems all about Vietnam. The students will select an entry on the site and write a synopsis and a response and share it with the class. (evaluation) Field trip: NJ Vietnam War Memorial

Suggested days of Instruction	Curriculum Management System	Big Idea: Perspectives	
	<u>Grade Level/Subject:</u> Grade II/American Studies	Topic: Examining current affairs through articles in current periodicals	
		<u>Goal 14:</u> The student will be able to understand, appreciate and analyze nonfiction text in current periodicals.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	14.1. Identify social issues of our times. (3.1.11G.5) 14.2. Identifying bias in journalism. (3.1.11G.9-10)	<ul style="list-style-type: none"> What are some of the most important current social issues? How can a reader recognize bias in the media? Why is it important for a reader to recognize bias in the media? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> In a democracy it is important to be well informed about issues that impact society. In order to get accurate information, it is important to be able to recognize bias in media. <p><u>Sample Conceptual Understandings</u></p> <ul style="list-style-type: none"> Political bias is evident in much of the news media coverage of current issues. 	<p>Learning Activities:</p> <p>For this activity students will be required to read a daily newspaper and watch the nightly news for at least one week. They will also study lead stories in a variety of news periodicals in the media center. In a small group, students will compile a list of at least five current topics of importance in the media. Each group member will research one topic. The student will read articles about the topic from at least three different sources. Students prepare a synopsis of the issue involved. Students will compare and contrast information from the various sources and identify any evidence of bias in those accounts. (Evaluation)</p> <p>Suggested resources:</p> <p>Local and state newspapers Online news sources such as CNN, MSN etc. <i>The New York Times</i> <i>The Wall Street Journal</i> <i>USA Today</i> <i>Time</i> <i>Newsweek</i></p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Perspectives	
	Grade Level/Subject: Grade II/American Studies	Topic: Research paper	
		Goal 15: The student will be able to use a variety of resources to conduct research and write a thesis-based research paper on a significant topic in American History (1920-present).	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	<p>15.1. Write a research paper. The student will continue to effectively use the writing process: prewriting, drafting, revising, editing, and proofreading. (3.2.11B.3,4,6,7,9)</p> <p>15.2. Use MLA format to prepare a research paper (3.2.11D.2,4)</p>	<ul style="list-style-type: none"> • What makes an effective introduction? • What is a good thesis statement? • How can a writer effectively support a thesis? • How can a writer avoid plagiarism? • What makes an effective conclusion? • Why are structure and organization and content important in effective writing? • How can research foster personal connections with the the past? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • A well written research paper contains a clear thesis that is supported by evidence found in a variety of reliable resource documentation. • Plagiarism is the unacknowledged use of another's words or key phrases, or unacknowledged paraphrasing of another's ideas. • All information drawn from reference sources must be appropriately cited to avoid plagiarism. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will access and read a variety of print and electronic sources to reseach a topic related to American History. (Comprehension) <p>Assessment Model:</p> <ul style="list-style-type: none"> • Students will write a paper supporting a position on that topic. Students will present evidence from research to support their positions. (Synthesis) • Students will use MLA format to format their papers and to site source of information drawn from research. (Knowledge, Application)

American Studies II

COURSE BENCHMARKS

Reading

1. The student will be able to recognize central idea or theme.
2. The student will be able to recognize supporting details.
3. The student will be able to connect with prior knowledge.
4. The student will be able to determine the author's purpose.
5. The student will be able to read using appropriate reading strategies.
6. The student will be able to identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of organization.
7. The student will be able to form opinions and conclusions.
8. The student will be able to self assess one's own reading strategies and responses to text.
9. The student will be able to make inferences and predictions.
10. The student will be able to understand new vocabulary.
11. The student will be able to recognize persuasion.
12. The student will be able to use context clues to enhance comprehension.
13. The student will be able to extrapolate information.
14. The student will be able to ask relevant questions to enhance comprehension.
15. The student will be able to distinguish information as relevant/irrelevant/fact/opinion.
16. The student will be able to interpret literary devices.

Writing

1. The student will be able to communicate message intended to audience.
2. The student will be able to develop topic/central idea
3. The student will be able to develop thesis.
4. The student will be able to provide supporting details.
5. The student will be able to create opening and closing.
6. The student will be able to use variety of lead sentences.
7. The student will be able to use logical progression of ideas.
8. The student will be able to use varied sentence structure.
9. The student will be able to engage in writing process.
10. The student will be able to self-assess using standard criteria.
11. The student will be able to develop conclusions.
12. The student will be able to convey point of view.
13. The student will be able to elaborate.
14. The student will be able to select and research a topic.
15. The student will be able to use models or examples.