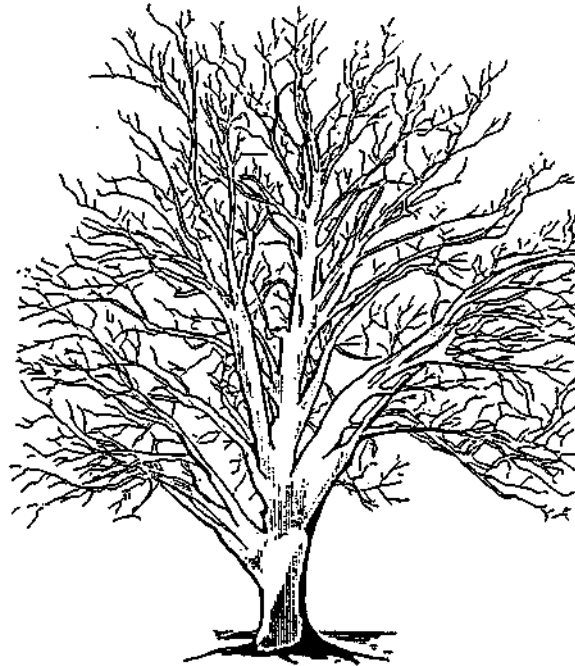


Monroe Township Schools



Curriculum Management System

Monsters in Literature

Language Arts IV

June, 2007

* 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: July, 2007

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The goal of the Monroe Township High School Language Arts Senior *Monsters in Literature* course is to enhance the student's ability to integrate listening, speaking, reading, critical analysis, and writing skills in a variety of cooperative and collaborative learning situations.

A successful senior level literature course integrates critical thinking and communication by asking students to synthesize a wide range of skills and knowledge into a spoken or written response. This includes instruction in and practice of the support skills underlying each of the processes. We believe students learn literary critical thinking, communication and writing styles by immersion in authentic problem-based learning situations. Students learn the skills and knowledge of literary analysis through participation of a variety of activities. Subject matter is fused with student's life experiences, historical and present day societal issues. We believe students should analyze fiction and non-fiction literature and synthesize the relevance to the world today.

Monsters in Literature is a Language Arts class that investigates the idea of "monsters" in society. How monsters are viewed, what purpose they serve, and why they are necessary. By the time the semester long class is completed students are expected to express themselves in all of the written and rhetorical modes and to conduct independent research. Students will gain more confidence in their individual Language Arts abilities, while at the same time, begin to define the idea of what a monster is.

Educational Goals

- Communicate using a variety of written and rhetorical forms
- Present a cogent and concise message
- Analyze past and present fiction novels, short stories, and plays
- Analyze past and present non-fiction literature
- Analyze present national news articles
- Utilize different types of research strategies
- Improve Basic English language literacy skills

New Jersey State Department of Education Core Curriculum Content Standards

A note about Language Arts Standards and Cumulative Progress Indicators.

The revised standards for language arts literacy, along with the vision statement, offer a framework for classroom instruction and curriculum development in our schools. While this is a powerful challenge to students, teachers, principals, and parents, it can be met through a united commitment. The singular goal of increasing student achievement through effective instruction in the skills required to live and work in a 21st century global community is the driving force of this challenge and these standards. The primary grades are building blocks that lay the foundation for learning and skill development so that each succeeding grade builds on the foundation achieved by all students in their efforts to become fluent readers, writers, speakers, listeners, and viewers. As language arts skills spiral and become increasingly sophisticated, students progress through the grades with increased confidence and proficiency in oral and written language, comprehension, and critical thinking skills. Language skills are essential to furthering learning, communication, career development, and the human spirit.

A complete copy of the new Core Curriculum Content Standards for Language Arts may also be found at:

http://www.state.nj.us/education/cccs/s3_lal.htm

Monsters in Literature

Scope and Sequence

Big Idea: Choices and Consequences

Quarter I

- | | |
|--|---|
| <p>I. Investigate the idea of “ monsters “ and explore monstrous antagonists in literature</p> <ul style="list-style-type: none">a. Examine the idea of man made monsters : past/presentb. Examine the idea of human monsters in society : past/presentc. Examine the idea of man’s internal monster : past/present <p>III. Identify and analyze the meaning and purpose of man made monsters in present day society</p> <ul style="list-style-type: none">a. Define how present day society has created man made monstersb. Examine present day man made monsters by reading novels, short stories, and news articlesc. Examine present day man made monsters by listening to musical lyrics highlighting themed. Write and use different writing process elements to communicate with different audiences for a variety of purposes | <p>II. Analyze the meaning and purpose of the man made monster in literature in ancient and industrial societies</p> <ul style="list-style-type: none">a. Define how ancient societies created monsters to maintain universal orderb. Define how the Industrial Revolution placed too much faith in sciencec. Read novels, short stories, plays, poems that highlight themed. Write and use different writing process elements to communicate with different audiences for a variety of purposes <p>IV. Analyze the meaning and purpose of human monsters in society and as antagonists in literature</p> <ul style="list-style-type: none">a. Examine examples of monsters in society by reading fiction / non-fiction novels, short stories, plays, and news articlesb. Examine examples of monsters in society by viewing films and documentariesc. Examine monsters in society by listening to musical lyrics highlighting themed. Write and use different writing process elements to communicate with different audiences for a variety of purposes |
|--|---|

Quarter II

- | | |
|--|---|
| <p>V Analyze the meaning and purpose of man’s internal monster</p> <ul style="list-style-type: none">a. Examine examples of man’s internal monster by reading novels, short stories, plays, and news articlesb. Examine examples of man’s internal monster by viewing films and documentariesc. Write and use different writing process elements to communicate with different audiences for a variety of purposes | <p>VI Draw final conclusions by exploring monstrous antagonists in Literature</p> <ul style="list-style-type: none">a. Students connect multiple texts while forming positions and building arguments about the roles of protagonists and antagonists using evidence from various genres of Literature. |
|--|---|

Suggested days of Instruction	Curriculum Management System	Topic: Defining a monster	
	Grade Level/Subject: Grade 12 Monsters in Literature	Goal 1: The student will be able to examine patterns of thought that have shaped or that have reflected our culture's attitude toward the monstrous.	
	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	<p>1.1. Define the characteristics of a monster (3.1.10G.1-5)</p> <p>1.2. Demonstrate an understanding of the concept of a monster by creating and presenting (with a visual) a monster of their own conception (3.2.12D.1-4)</p> <p>1.3. Examine the argument that monsters embodied in literature give people a safe way to confront modern fears such as, the impact of new technology, the threat of monsters in society, and the existence of the monster within us</p> <p>1.4. Determine what are the monster's social and political implications in literature</p>	<ul style="list-style-type: none"> What are the characteristics of a monster? Why are encounters with monsters in literature horrifying? Why do monsters pose a threat to individual and cultural identity as presented in literature? What are the monster's social and political implications in literature? How does a human monster develop? <p>Summative Assessment: (for goals 1-8)</p> <p>During the semester the Monsters in Literature class will develop a portfolio which will include:</p> <ol style="list-style-type: none"> 1) Personal written responses to all essential questions, literary readings, news articles, films, and music. (Analysis, Evaluation, Synthesis) 2) All process writing leading to in-class and out of class essays. (Analysis, Evaluation, Synthesis) 3) Written /multi media final reflections of the meaning and purpose of the monster antagonist in literature. (Analysis, Evaluation, Synthesis) 4) Construct a <i>Personal Senior Testimonial</i> and provide a ten minute oral presentation. (Knowledge, Comprehension, Application, Analysis, Synthesis) 	<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 equal or better quality and at the same or higher cognitive 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> <ul style="list-style-type: none"> After reading and discussing the poem "Horror Movie" by Howard Moss class will discuss the typical Hollywood monster movies and the serious statement the couplet makes about human nature. Assessment: Class discussion In small groups students develop a list of ten monsters they know from literature, movies, cartoons, and comics. Ask groups to list what characteristics they like or dislike about each selected monster. Write on the board a list of the words or short phrases the groups use to describe their likes and dislikes. Pass out template and tell each group they have the opportunity to be the creator, both artist and writer, of an altogether new monster. Have students draw whatever type of monster they choose, giving each a name, type, description, etc. following the template. Next, have groups share their cards with other groups, giving

Suggested days of Instruction	Curriculum Management System	Topic: Defining a monster	
	<u>Grade Level/Subject:</u> Grade 12 Monsters in Literature	<u>Goal 1:</u> The student will be able to examine patterns of thought that have shaped or that have reflected our culture's attitude toward the monstrous.	
	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>feedback on how the details can be enhanced by adding more "powerful" words to describe each monster. Have students (groups) write a fairy tale featuring their monsters. Each group will present their fairy tale to the class as a storybook, Power Point, or a one-act play.</p> <p><u>Assessment:</u> Rubric</p> <ul style="list-style-type: none"> • Read the poem "Frankenstein" by Edward Field and emphasize the humanity of the monster. • Write a short essay comparing and contrasting the poems "Frankenstein" to "Horror Movie". <p><u>Assessment:</u> Test (Final Essay Rubric)</p>

Suggested days of Instruction	Curriculum Management System	Topic: Man made Monsters	
	Grade Level/Subject:	Goal 2: The student will be able to think critically and interpret literature that demonstrates how science and technology are advancing much more rapidly than is our wisdom to use them properly.	
	Grade 12		
	Monsters in Literature		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
10-12	<p>2.1. Interpret a novel and short story, its characters, plot, setting and themes-in different ways. (3.1G.3.3.A,3.2.D, 3.4, 3.5.A.B.C)</p> <p>2.2. Research modern day science and technology from various literary angles and use their knowledge to create a fictional, modern day Frankenstein.</p> <p>2.3. Demonstrate proficiency in the use of computer based technology.</p> <p>2.4. Contribute positively to the learning community and to society with information literacy. (3.3.A1-3,B,C,1+2.D 1-4)</p> <p>2.5. Connect the themes of contemporary musical lyrics to nineteenth century literary themes.</p> <p>2.6. Analyze and critique constructing meanings from film and electronic media in the past and present.</p>	<ul style="list-style-type: none"> What is a literary theme? What is a literary conflict? What are the four types of conflict used in literature? What is the function of the protagonist and antagonist in literature? What is the stereotypical idea of the hero and the villain? Are scientists heroes or villains? What modern day scientific discoveries have improved the world in which we live? Have placed our world at risk? What is the purpose of scientific cloning? What are the arguable points that support or oppose cloning? Who or what is a modern day "Frankenstein?" 	<ul style="list-style-type: none"> Introduce the novel "Frankenstein" by Mary Shelley by writing eight of the major themes on the board. Ask the students to reflect on their experiences and jot down some ideas about each theme, and then decide if the theme/idea is good, bad or a combination of them both. Assessment: Student written responses and class discussion. Bring in copies of daily newspapers and ask students to find examples of good, bad, and a combination of both for each formally discussed theme. Then, in groups have students draw two columns on their papers listing at least three facts that they know about the novel. In the second column they summarize a present day event that resembles each fact. Assessment: Each group creates a K.W.L. chart highlighting their findings and presents it to the class. Guided and independent reading of the novel "Frankenstein" by Mary Shelley. In-class oral reading, in-class group reading, independent home reading. Students will answer 122 study guide questions that combine specific facts with critical literary interpretations. Students will also receive specific lessons on the literary elements found in novel. Assessment: Class discussions, completion of study guide questions, completion of literary elements handouts, quizzes, and tests.

Suggested days of Instruction	Curriculum Management System	Topic: Man Made Monsters	
	Grade Level/Subject:	Goal 2 : The student will be able to think critically and interpret literature that demonstrates how science and technology are advancing much more rapidly than is our wisdom to use them properly.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
10-12			<ul style="list-style-type: none"> At the end of the novel, revisit the eight themes and literary conflicts introduced at the beginning. Ask students to work alone or in small groups to create a theme and conflict poster choosing one theme and one conflict and provide examples of passages in the novel that refer to that theme/conflict. Using photos, art, words, etc. The final poster should fully show how Shelly makes use of the theme/ conflict presented throughout the novel. Assessment: Presentation rubric Read "A Personal Defense of Human Cloning" and "Cloning Facts and Fiction." Students should research additional articles. Working in pairs, one should support cloning and one should oppose cloning. Students are instructed to highlight and annotate arguments in each article that support and oppose cloning. Teacher will lead an informal debate on the topic of cloning. Once the topic has been exhausted through class discussion, students will apply what they learned in the debate process. Two groups, pro and against, will create an original modern day Frankenstein reflecting their position on cloning. Assessment: Students share creations with class/ Rubric Read "The Birthmark" by Nathaniel Hawthorne and discuss the question of scientific advancement and its consequences. Assessment: Construct a 6-8 paragraph essay comparing and contrasting "The Birthmark" to "Frankenstein."

Suggested days of Instruction	Curriculum Management System	Topic: Monsters In Society	
	Grade Level/Subject: Grade 12 Monsters in Literature	Goal 3: The student will be able to define, identify and discuss characters, themes, and other features of “ Non-Fiction” literature (“ The New Journalism”). The student will be able to understand the multifaceted personality and forms of monsters in our 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
13-14	<p>3.1. Summarize the life and literary contributions of Truman Capote.(3.1.E 1-3)</p> <p>3.2. Recognize the story behind a non-fiction novel and feature plots inspired by real life events.(3.1.G.1.G.6)</p> <p>3.3. Read, discuss, reflect and construct written responses to the readings of non-fiction, fiction, and news articles. (3.1.12.G.3-5.9-11) (3.2.12.B.1-5) (3.3.12.A.1-12) (3.3.12.C.1-2) (3.3.12.D.1-2) (3.4.12.B.1-2)</p> <p>3.4. Build a composite character of a monster in society and present the visual representation and original dialogue to more fully understand detailed characterization as an aspect of good storytelling.</p> <p>3.5. Recognize the multifaceted personality and forms of monsters in society.</p> <p>3.6. Interact with each other as partners, in small groups, and as a class so they can build sophisticated meaning and complex understanding</p>	<ul style="list-style-type: none"> Who was Truman Capote and what were his literary contributions? What is the social significance of “New Journalism” or the nonfiction novel? Why is the novel <u>In Cold Blood</u> considered a work of art? What are the characteristics of monsters in society? How can society best define humane vs. monstrous conduct? Are their consequences for monstrous actions? 	<ul style="list-style-type: none"> Students read the January 16, 1966 interview <i>The Story Behind a Nonfiction Novel</i> by George Plimpton by role playing the interview between Plimpton and Capote. After role play, students will free write a short paragraph response to the following prompt: How has New Journalism impacted the world of Literature? Before reading the novel students research on-line the Clutter murders and write a brief news article reporting the event. Students read the novel <u>In Cold Blood</u> by Truman Capote in class and independently. <u>Reflection</u> : After reading is completed students respond to the question: How does your journalistic account differ from Capote’s novel? (This is a response to the news report already written). Assessment: Class discussions, quizzes, and tests on literary structure, language, characterization and themes. Role on the Wall Activity: Use a life-size outline of a human figure as a cut out or drawing as the basis for recording the qualities of each of the two murderers in the novel. The students add written statements inside or outside the figure to record and represent a collective understanding of each character's life and attitudes as it developed through the novel. Find examples of strait news articles that report a villainous act and share finding with class. Assessment : Completed outline of human figure, class participation, quizzes, tests.

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grade 12 Monsters in Literature	Topic: Monsters In Society	
		<u>Goal 3:</u> The student will be able to define, identify and discuss characters, themes, and other features of “ Non-Fiction” literature (“ The New Journalism”). The student will be able to understand the multifaceted personality and forms of monsters in our 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>of multiple texts.</p> <p>3.7. Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>		<ul style="list-style-type: none"> Students read the short stories <i>A Good Man is Hard to Find</i> by Flannery O'Connor and <i>Violation</i> by Mary Gordon and construct an essay comparing and contrasting the literary elements that make the stories great examples of monsters in literature. Circle of Life Activity: Aspects of a character's life, (monstrous character found in one of the two short stories above), are represented in four sections of a circle on a large sheet of paper: (1) Home, (2) Family, (3) Play, (4) Day. Four groups brainstorm the incidents and transformations about each of the categories that represent the character's life, building up a composite picture from the information offered in the story. Each group constructs a first person narrative telling the story of the character's life. Each student from the group takes turns in speaking the thoughts and words of the character. <u>Assessment:</u> Presentation Rubric Class will brainstorm and compose a list of monsters they believe exist in today's society. These monsters can be a human or ideological. After in-depth class discussions students will be ready to research their chosen topic and develop a personal statement. Use of the media center will be required in order for students to do extensive research necessary to develop a factual, persuasive ten minute oral presentation. <u>Assessment:</u> Rubric / Student oral presentation. View film, “Capote.” Students answer guided

Suggested days of Instruction	Curriculum Management System	Topic: Monsters In Society	
	<u>Grade Level/Subject:</u> Grade 12 Monsters in Literature	<u>Goal 3:</u> The student will be able to define, identify and discuss characters, themes, and other features of “ Non-Fiction” literature (“ The New Journalism”). The student will be able to understand the multifaceted personality and forms of monsters in our 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
			questions throughout the viewing.

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grade 12 Monsters in Literature	Topic: Man's Internal Monster	
		<u>Goal 4:</u> The student will be able to read and recognize literature as a record of human experience portraying examples of the human proclivity for cruelty.	
	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
14-15	<p>4.1 Read, write, and use critical thinking skills to gain a broader view of the monster within us. (3.2.A.3,3.1.G.1,3.1.G6)</p> <p>4.2 Articulate the meaning and purpose of a novel by listening to an interview with the author.</p> <p>4.3 Explain the significant ideas and events that occur throughout the readings.</p> <p>4.4 Read a wide range of non-fiction personal essays, stories, and news articles that focus on 20th and 21st century atrocities.</p> <p>4.5 Employ a wide range of strategies to put forward some ideas for moral recovery from the monster within us.</p> <p>4.6 Compose a successful creative argumentative narrative. (3.2.B.4-6,3.2.D.2,3.2.D.7)</p>	<ul style="list-style-type: none"> What motivates an author to write a novel that focuses on man's inhumanity to man? Why are symbols and events significant to a story? How is it possible for human beings to treat each other with such cruelty? What normally restrains us from cruelty in every day life? Does the monster within us emerge when, "the beast of cruelty," as Dostoyevsky once called it, is not raging sadism, but when the ordinary human responses to others are deadened? How can a personal narrative affect the reader's view on himself or herself? What is the purpose of news editorials? How do they convey point of view? What are the consequences for monstrous actions? 	<ul style="list-style-type: none"> Play the NPR audio tape of <i>Weekend Edition</i> (July 27, 2005) and have students listen to the interview hosted by Liane Hansen with Khaled Hosseini, author of the novel <i>The Kite Runner</i>. After listening to the interview have students relate to their own experience and identity as an American by free writing the meaning of the following words (themes) : <i>Friendship , Family, Inequality, Violence, War, Class, Cultural Identity</i>. Once personal free write is completed students form groups of no more than three sharing responses to create a multi-media visual product that demonstrates and represents the group's personal responses to the assigned themes. Each group will present multi-media visual product to the class. Assessment : Multi-Media Rubric Have students read <i>The Kite Runner</i> by Khaled Hosseini. Have students discuss the particular stylistic techniques Hosseini uses, such as style, language, imagery, and characterization to reveal his views on the impact the ruling Taliban government had on Afghanistan. Provide study guide and discussion questions as prompts for class discussion and written individual and group responses. Assessment: Involvement in class discussions, quizzes, tests. Have students read excerpts from the non-fiction story <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah and in groups of 3-4 groups will conduct research about the civil

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grade 12 Monsters in Literature	Topic: Man's Internal Monster	
		<u>Goal 4:</u> The student will be able to read and recognize literature as a record of human experience portraying examples of the human proclivity for cruelty.	
	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>wars that took place in Sierra Leone and the African civil wars that are taking place at this time. Using the graphic design of Africa from the April 2007 issue of the Monroe Falcon each group will choose an African country or state and research the history that helped to create each conflict. Once information is collected groups will research news editorials that discuss the raging conflicts and the terrible acts that are committed. Have each group compose either a letter to the editor or an editorial presenting the facts and their personal outrage along with a personal resolution. Each group will send a bylined editorial or signed letter to the Editor In-Chief of the Monroe Falcon, The Home News Tribune, The Asbury Park Press, or The Star Ledger for possible publication.</p> <p><u>Assessment:</u> Student evaluation of editorials using rubric.</p> <ul style="list-style-type: none"> • Have students begin to brainstorm ideas for a final <i>Personal Senior Testimonial</i> about what makes people treat each other so poorly and offer thoughts on what we can do about it. After generating ideas students will construct a testimonial that supports their personal views by incorporating specific evidence for a 10-12 minute oral presentation. <u>Assessment:</u> Student and teacher evaluation according to rubric.

Language Arts Department Benchmarks

<i>Reading Benchmarks</i>		<i>Writing Benchmarks</i>	
Form		Form	
Recognize central idea or theme		Communicate message to intended audience	
Recognize supporting detail		Develop topic/central idea	
Connect with prior knowledge		Develop thesis	
Determine author or reader's purpose		Provide supporting details	
Use appropriate reading strategies		Create effective opening/closing	
Identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of organization		Use a variety of lead sentences	
Form opinions and conclusions		Demonstrate logical progression of ideas	
Assess one's own reading strategies and responses to text		Utilize varied sentence structure	
Make inferences and predict		Engage in writing process	
Understand new vocabulary		Self-assess using standard criteria	
Recognize persuasion		Develop conclusions	
Use context clues to enhance comprehension		Convey point of view	
Extrapolate information		Elaborate	
Ask relevant questions to enhance comprehension		Select and research a topic	
Distinguish information as relevant/irrelevant/fact/opinion		Use models or examples	
Interpret literary devices			

Monsters in Literature

COURSE BENCHMARKS

1. The student will be able to recognize literary central ideas and themes of the man made monster.
2. The student will be able to recognize literary central ideas and themes of monsters in society.
3. The student will be able to recognize literary central ideas and themes of the monster within us.
4. The student will be able to demonstrate an understanding of the concept of the monster using various written, artistic, and technological expression.
5. The student will be able to determine the monster's social implications.
6. The student will be able to interpret a novel, a short story, a personal essay, and a news editorial in different ways.
7. The student will be able to research modern day science and its consequences.
8. The student will be able to build a composite character of a societal monster.
9. The student will research present day raging conflicts that exemplify the monster within us.
10. The student will be able to read, write, and use critical thinking skills to gain a broader view of monsters.

Suggested Major Works for Monsters in Literature

Novels

Frankenstein by Mary Shelley

In Cold Blood by Truman Capote

The Kite Runner by Khaled Hosseini

The Long Way Gone : *memoirs of a boy soldier*, by Ishmael Beah

Short Stories

"The Birthmark" by Nathaniel Hawthorne

"A Good Man is Hard to Find" by Flannery O'Connor

"Violation" by Mary Gordon

Poetry

"Horror Movie" by Howard Moss

Personal Essay

"A Personal Defense of Human Cloning" from Who's Afraid of Human Cloning by Gregory E. Pence

Audio

NPR Weekend Edition (July 27, 2005)

"The Planets" Symphony by Gustav Holst

Video

"Capote"