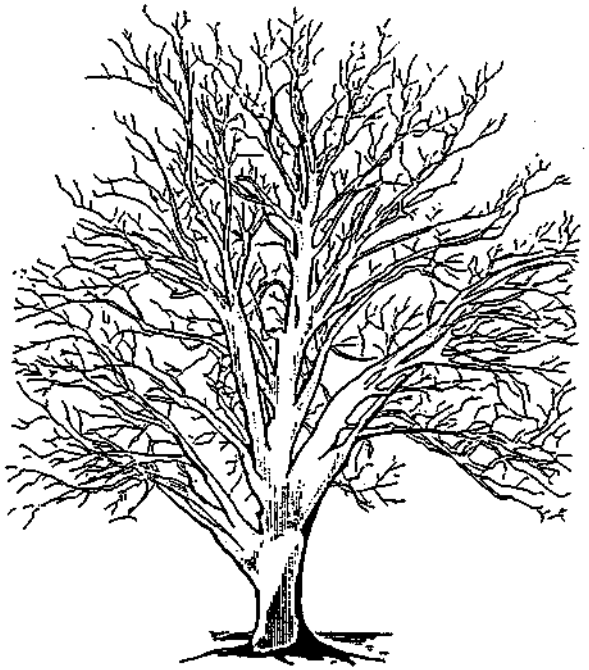
Monroe Township Schools



Curriculum Management System

Search for Self in Popular Culture

Grade 12

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

Table of Contents

Monroe Township Schools Administration and Board of Education Members	**Page 3**
Acknowledgments	**Page 4**
District Mission Statement and Goals	**Page 5**
Introduction/Philosophy/Educational Goals	**Pages 6**
National and State Standards	**Page 7**
Scope and Sequence	**Page 8**
Goals/Essential Questions/Objectives/Instructional Tools/Activities	**Pages 9-17**
Course Benchmarks	**Page 18**
Language Arts Department Benchmarks	**Page 19**
Suggested Titles	**Page 20**

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Acknowledgments

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

Writers Names: **Renata Fiore**

Supervisor Name: **Elizabeth Aaron, Supervisor of Humanities**

Technology Staff: **Al Pulsinelli**
Reggie Washington
Bill Wetherill

Secretarial Staff: **Debbie Gialanella**
Geri Manfre
Gail Nemeth

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 program is to develop and to enhance students' ability to communicate effectively for varied purposes and audiences. Probably the single most important attribute of academic and career success, effective communication is based on the components of reading, writing, speaking, listening, and thinking.

A successful high school English program develops these components through an integrated approach to the language arts. This includes instruction in and practice of the support skills underlying each of these processes. For example, in the writing component, students write regularly, in a variety of modes and for a variety of audiences, using writing activities designed to appeal to students' interests and needs. Students learn strategies for prewriting and revising – in essence, skills for critical thinking such as analysis, synthesis, problem-solving and evaluation. They also share their writing with others and keep records of their writing development and samples of their writing in a portfolio. Frequent formal and informal assessment of the student's writing provides the teacher, the student and the parent with information about the student's areas of strength and the areas that need improvement.

Reading and writing about literature become increasingly more important as students develop the sophisticated skills of analysis and interpretation. By the time they complete their senior year, students will have read significant works of American, British and World literature. They also will have learned to express themselves in all of the rhetorical modes and to conduct independent research.

Educational Goals

This course offers students an opportunity to investigate who they are as individuals and as members of society. Through examination and analysis of short stories, fiction, poetry, and various arts and media genres in the context of popular culture, students will engage in reading, self-reflection, and creative expression. At the end of this course, students will have a better understanding of themselves, their avenues to self-discovery, and the influence of popular culture on literature, society, and their own lives.

This course satisfies the second part of the twelfth grade Language Arts requirement for graduation.

New Jersey State Department of Education
Core Curriculum Content Standards

A note about 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/njded/cccs/s3_lal.htm

Search for Self in Popular Culture

Scope and Sequence

Quarter III: Big Ideas: My Effect on the World

I. Literary Genres & Devices
a. Identify literary and stylistic devices in short stories, fiction, nonfiction, and poetry.
b. Become conscious of the various roles he or she as an individual plays in life, define role, and encourage role flexibility.
c. Recognize the impact of author's style, tone, and voice.
d. Raise self awareness of character and develop a sense of community.
e. Identify common themes, such as love, knowledge, and justice, that pervade across cultures and countries.

II. Writing Forms
a. Develop voice as a writer
b. Communicate ideas using persuasion, comparison, exposition, and research.
c. Use logic to support ideas.
d. Write in various forms: letter, free writing exploration, essay, play/skit, poem, review/critique, personal narrative.

Quarter IV: Big Ideas: The World's Affect on Me

III. Speaking Modes & Listening Skills
a. Present an organized, informative presentation.
b. Verbalize common experiences or problems to reduce the sense of isolation that many students feel.
c. Compare eachother's subtexts of the same dialogue.
d. Determine essential information when listening to presentations and other media.

IV. Media Literacy
a. Examine many aspects of popular culture, including movies, cartoons/comics, advertising, television, and urban legends.
b. Explore how media and cultural products are received, produced, and deployed in American communities.
c. View programs in the satiric mode and define characteristics of that mode.

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **12/Search for Self in Popular Culture**	**Topic: Literary Genres & Devices** **Goal 1: The student will be able to analyze literature that addresses the issues of identity from a variety of genres and cultures.**	
	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**
11 days	1.1 Identify literary and stylistic devices in short stories, fiction, nonfiction, and poetry. (3.1.12.G.1-5) 1.2 Become conscious of the various roles he or she as an individual plays in life, define role, and encourage role flexibility. (3.1.12.G.7) 1.3 Recognize the impact of author's style, tone, and voice. (3.1.12.G.8) 1.4 Raise self awareness of character and develop a sense of community. (3.1.12.G.5,7) 1.5 Identify common themes, such as love, knowledge, and justice, that pervade across cultures and countries. (3.1.12.G.3)	• How is society reflected in selected pieces of literature? • How is the emphasis on individuality in society reflected in literature? • How does literature help one to define oneself? • How have social movements inside and outside of the United States shaped one's search for self? • What does it mean to be or become a woman or man? Summative Assessment (for Goals 1-2) The students will write a personal narrative. In doing so, they will connect their experiences to themes of identity that have been studied throughout the course. They should address familial, friendship, and cultural values, as well as their gender role in society. Assessment: Teacher evaluation based on NJ Registered Holistic Scoring Rubric.	**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*).** **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.** As a character observation activity, the students will fill out a biographical sketch on themselves. The sketch will include information about: their biggest fear, strongest belief, favorite and worst habits, physical and personality characteristics, etc. They will also write down what is difficult for them to discuss and what they find easy to talk about. Assessment: Class participation. Create a novel map. This consists of the following: describing the main characters and tracing their development, providing five quotations from the text that support development of the character, commenting on the quotations and what they suggest about the character, and identifying themes and symbols. Assessment: Teacher evaluation based on a predetermined rubric. (Comprehension, Analysis, Evaluation) Research the concepts and implications of emancipation and discuss how it applies to the novel *The Secret Life of Bees*. Assessment: Research and class participation.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **12/Search for Self in Popular Culture**	**Topic: Literary Genres & Devices** **Goal 1: The student will be able to analyze literature that addresses the issues of identity from a variety of genres and cultures.**	
	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**
			Students will compose/amend a scene from the novel that they either think is missing or begging to be written. They will then read their ending to the class. Assessment: Presentation and creative writing piece based on predetermined rubric. (Synthesis) Using the signs of the zodiac, students will write insightful horoscopes for characters. Assessment: Class participation. Students will create a selection of music reflective of the events and themes of the novel and explain how the selected pieces complement the novel. Assessment: Teacher evaluation based on predetermined rubric. (Synthesis, Evaluation) While reading *The Kite Runner*, in groups of three or four, students will be given small pieces of paper with words taken from the novel. They should piece the words together to make a sentence. Groups are to have a discussion about the meaning of the words and attempt to relate their sentence to any of the following themes: friendship, family, inequality, violence, war, class and cultural identity. The students will relate the theme to their understanding of their own experience and identity as an American. Individually, they will then create a visual product that demonstrates and represents the theme they chose. This product can use any medium including drawing, watercolors, oils,

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 12/Search for Self in Popular Culture	Topic: Literary Genres & Devices Goal 1: The student will be able to analyze literature that addresses the issues of identity from a variety of genres and cultures.	
	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
			collages, computer graphics, etc. Assessment: Class participation and completion of product based on predetermined rubric.

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **12/Search for Self in Popular Culture**	**Topic: Writing Forms** **Goal 2: The student will be able to use the writing process to demonstrate an effective use of style and voice.**	
	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**
11 days	2.1 Develop voice as a writer (3.2.12.D.7) 2.2 Communicate ideas using persuasion, comparison, exposition, and research. (3.2.12.D.2) 2.3 Use logic to support ideas. (3.2.12.B.3) 2.4 Write in various forms, including: (3.2.12.D.1) • Letter • Free writing exploration • Essay • Play/Skit • Poem • Review/Critique • Personal Narrative	• How would you characterize your own voice as a writer? • Is it possible to recapture a lost part of yourself via writing?	Compose a written solution to a problem in the form of a business letter or editorial. Assessment: Peer assessment of the effectiveness of the diction and tone in his or her written solution to a problem based on a predetermined rubric. (Synthesis) Compose a research paper, creative writing piece, and a persuasive and/or comparative essay using the writing process. Assessment: Teacher evaluation of writing based on the NJ Registered Holistic Scoring Rubric. (Synthesis) Write a series of three descriptions that range in difficulty. First, they will describe an object of simple shape and composition (for example, a block or a baseball). They will then write a passage about their hand, and lastly on a photograph of a face. The instructor should point out the different ways people describe the same things. Students should be encouraged to comment on their classmates' work. Assessment: Class participation. Discussion should follow after writing each passage, comparing different versions for detail and completeness. All descriptions must be exact and objective, free of any value judgments. A supplementary assignment might be to have students write a description of themselves. Students should break into small groups of no more than four. They should then be asked to write down an incident from the past which they can clearly remember reacting to in a way which they would not act today. This should be a brief piece of descriptive writing no more than a paragraph or two. Then,

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 12/Search for Self in Popular Culture	Topic: Writing Forms Goal 2: The student will be able to use the writing process to demonstrate an effective use of style and voice.	
	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
			within each group, the students should decide on which childhood incident they would like to re-enact. The criteria for choosing may vary from the most interesting incident to the most commonly shared within the group. The student whose incident was chosen now becomes the director of the group. One of the group members will be chosen to represent the director whose story is being told. All the group members then will design a scenario to present to the other groups. This may be in the form of an improvisation or a short script of the incident recalled by the director. The director must then coach his group to recreate that incident accurately. Discussion after each performance should concern what characteristic was being portrayed and how that behavior has changed in the director. The director of each group should be a main participant of the discussion with the instructor. Students should compare the exhibited behaviors for similarities and differences among themselves. If time allows, more than one scene per group could easily be done. Assessment: Preparation and performance based on predetermined rubric. Students will have a choice of creating a peaceful protest poem or their own personal narrative ballad. Assessment: Teacher evaluation based on a predetermined rubric. (Comprehension, Application, Synthesis)

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **12/Search for Self in Popular Culture**	**Topic: Speaking Modes & Listening Skills** **Goal 3: The student will be able to articulate their ideas effectively in a classroom setting and listen actively from these sources and situations.**	
	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**
11 days	3.1 Present an organized, informative presentation. (3.3.12.D.1-3) 3.2 Verbalize common experiences or problems to reduce the sense of isolation that many students feel. (3.3.12.A.1-3) 3.3 Compare eachother's subtexts of the same dialogue. (3.3.12.B.4) 3.4 Write and perform an original slam poem. (3.3.12.D.3) 3.5 Determine essential information when listening to presentations and other media. (3.4.12.B.1)	• Why is it important to know who is telling a story? • Why is it important to know your audience? Summative Assessment: The student will write and perform a slam poem. The poem must be reflective of their own experiences (which is a requirement of slam poetry) and they must also include an explanation of the poetic devices used. Equal weight must be given to the poem and the performance. Assessment: Teacher evaluation based on predetermined rubric. (Application, Comprehension, Synthesis)	Give the students copies of a short scene from the script of a published play (15-20 lines of dialogue). Explain the method of writing subtext to dialogue. Explain to the students that how we analyze the subtext of a character's dialogue tells us a lot about how we perceive that character. Then have the students individually write subtexts under each line of dialogue on the script that was handed out. Compare the various interpretations of the subtexts that the students have written. The students may or may not see certain patterns in the class (for example, boys leaning toward one interpretation different from the girls). The student's should question the lines and their subtexts very specifically, challenging each other as to why they chose to interpret the lines the way they did. If possible, the discussion should go in the direction of not so much as what the line said, but what the student's subtext says about how they have perceived that character. Assessment: Class participation. Upon entering the room students will find three signs posted in three different corners of the classroom. The signs will read: "Listening," "Reading," and "Doing." The teacher will ask the students to think about which one of these three words describes the way they can relate to the world. When they have decided, the teacher will ask them to stand in the appropriate corner. Students will then present to the class why they feel they can relate to a certain category. A discussion will follow which will connect their various learning methods to how they can appreciate poetry.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 12/Search for Self in Popular Culture	Topic: Speaking Modes & Listening Skills Goal 3: The student will be able to articulate their ideas effectively in a classroom setting and listen actively from these sources and situations.	
	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**
			Assessment: Class participation. Students will create a character that they would use when performing on stage. They should write down and describe every detail about the character including his/her mannerisms, voice, mood, attitude, and back story. Papers will then be switched and other students will have to act out the character based on their classmate's description. Assessment: Peer evaluation of written description.

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **12/Search for Self in Popular Culture**	**Topic: Media Literacy** **Goal 4: The student will be able to read popular culture as a text and as an indicator of societal norms and diversities.**	
	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**
11 days	4.1 Examine many aspects of popular culture, including movies, cartoons/comics, advertising, television, and urban legends. (3.5.12.A.1-3) 4.2 Explore how media and cultural products are received, produced, and deployed in American communities. (3.5.12.C.1-3) 4.3 View programs in the satiric mode and define characteristics of that mode. (3.5.12.C.2)	• What examples from television support current societal perceptions regarding satire? • Why is this period in time referred to as the "Age of Satire"? • How does the media influence personal lives/development? • Why is the teenage population so reliant on creating their identity via the Internet? • What is the influence of the Internet on the definition of self? • How are various forms of pop culture and media received and interpreted by individual community members and how can those media be used as an instrument for change? Summative Assessment: The students will write an action plan detailing how they can personally contribute to creating a positive transformation on a local, national, or global scale. They will create a Power Point presentation and communicate their prevention plan or ideas of relief efforts to their classmates. Students can choose from a variety of issues, such as the environment or human rights. Assessment: Teacher evaluation of action plan based on a predetermined rubric. (Knowledge, Comprehension, Application, Analysis, Synthesis)	The students will read various magazine articles regarding body image and view photographs perpetuating this ideal. Via journal response and discussion, students will respond to this false portrayal of identity. They will use articles that counter this idealized view of self as support. Assessment: Class participation and journal writing. Students will briefly study the history of satire and the difference between Juvenalian and Horatian forms. The will then view various clips that demonstrate these satiric forms, such as clips of *Saturday Night Live*, *Simpsons, Family Guy, Daily Show*, etc. They will then compose their own short satire, exposing a problem in society in order to provoke change. Assessment: Teacher evaluation of writing based on a predetermined rubric. The students will examine comic books and cartoons in order to recognize how violence is portrayed. They will then rewrite a particular scene, excising the violent methods. The class will discuss whether or not the message of the cartoon changed. Assessment: Teacher evaluation based on a predetermined rubric. Students will view documentaries that promote change in American society. They will then draft a letter to the director/writer indicating whether or not they were changed by the documentary and indicate specific examples. Assessment: Teacher

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 12/Search for Self in Popular Culture	Topic: Media Literacy Goal 4: The student will be able to read popular culture as a text and as an indicator of societal norms and diversities.	
	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
			evaluation of letter based on predetermined rubric.

Search for Self in Popular Culture

COURSE BENCHMARKS

1. The student will be able to analyze literature that addresses the issues of identity from a variety of genres and cultures.
2. The student will be able to use the writing process to demonstrate an effective use of style and voice.
3. The student will be able to articulate their ideas effectively in a classroom setting and listen actively from a variety of sources and situations.
4. The student will be able to read popular culture as a text and as an indicator of societal norms and diversities.

Language Arts Department Benchmarks

Reading Benchmarks		*Writing Benchmarks*
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		

Suggested Titles for **Search for Self in Popular Culture**:

1. *Kiterunner* Khaled Moussini
2. *Life of Pi* by Yann Martel
3. *The Secret Life of Bees* by Sue Monk Kidd
4. *Running with Scissors* by Augusten Borroughs
5. *Night in Question: Stories* by Tobias Wolff
6. *A Million Little Pieces* by James Frey
7. *My Sister's Keeper* by Jodi Picoult
8. Contemporary Magazines: *Cosmopolitan, Vogue, Marie Claire*

Videos and Audio:
Supersize Me
An Incovenient Truth
Slam Poetry CD's

*Other media of equal merit