

HADDONFIELD PUBLIC SCHOOLS
Curriculum Map for **Accelerated English 10**

September - November

Targeted Standard(s): NJCCCS Language Arts Literacy Standards 3.1 – 3.5

Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B

Enduring Understandings (*The big ideas*): The American Dream, the beginning of the American literary tradition, the Puritan legacy, the road trip as a means of discovery, the Beat Generation, “Witch-hunts” in American history, the Roaring 20s. Understanding of a text’s features, structures, and characteristics. Comparing, inferring, synthesizing and making connections to make texts personally relevant and useful. Oral discussions to build connections and create opportunities for learning. Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages. Understanding of embedded values and points of view in media.

(On The Road, Travels With Charley, Puritan and Revolution-period writers, “The Crucible,” The Great Gatsby)

Essential Questions: What is the American Dream? Is a road trip a valid means of exploring freedom in America? How does the Puritan legacy continue to influence modern values and attitudes? How was the Beat Generation a revolt against that same legacy? In what ways are the 1692 Salem witch trials similar to McCarthyism in 20th century politics? How did colonial-era writers differ from their puritan ancestors? Why is The Great Gatsby widely regarded as a “great American novel”?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
The core ideas, attitudes, and values associated with the American Dream The philosophical and artistic contributions of the Beat Generation Puritanism as an enduring cultural influence The Salem Witch Trails and McCarthy-era politics Ben Franklin’s importance on the American Dream World War I’s influence on the	Differentiate between summary and analysis Read, write, and think critically Analyze text for themes, motifs, and symbolic elements Understand the use of allusion in a text Read and annotate poetry Identify literary & poetic devices Compose effective hooks, transitions, and refined thesis	Class debates and discussions Peer editing Teacher-made discovery sheets Jazz’s influence in the 20 th century Aphorism analysis and application Team presentations: chapter reviews Quote Analyses In-class reading of “The Crucible”	ERB Wrap Test Summer Reading essays Teacher-made tests and quizzes Unit and meta-cognitive feedback Aphorism essay Extended-metaphor epitaph Class performance, discussion, and feedback Formative assessments using cooperative learning and

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Roaring 20s The importance of Time in <u>The Great Gatsby</u>	statements Use quotes to support a thesis Write with verbal economy and precision Voice ideas and practice public speaking		differentiated instruction strategies
Resources/Technology: Novels, anthologies, periodicals, subscription databases, internet, DVD/CD media, PowerPoint presentations			

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December – February

Targeted Standard(s): NJCCCS Language Arts Literacy Standards 3.1 – 3.5

Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B

Enduring Understandings (*The big ideas*): The American Dream, the formation of an American literary tradition, transcendentalism & anti-transcendentalism. Understanding of a text's features, structures, and characteristics. Comparing, inferring, synthesizing and making connections to make texts personally relevant and useful. Oral discussions to build connections and create opportunities for learning. Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages. Understanding of embedded values and points of view in media.

(Transcendentalism, The Scarlet Letter, Moby Dick, short stories and poetry of the 1800s)

Essential Questions: What is Transcendentalism? How did American authors break free from Old World literary traditions? Is Transcendentalism a valid philosophy for the modern world? What distinguishes Melville and Hawthorne as anti-transcendentalists? What sort of worldview do the anti-transcendentalists offer, as opposed to that espoused by Emerson and Thoreau? How do Moby Dick and The Scarlet Letter treat the human condition, man's relationship with Nature, and the Puritan experience in America? What topics, themes, and ideas were explored by the poets of the 1800s? How did their work help establish America's literary tradition? Why are these poets still relevant to readers today? How do these poets "capture" America?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>The philosophical underpinnings and literary manifestations of Transcendentalism</p> <p>Anti-transcendentalism as a counter-point to transcendentalism</p> <p>The formation and articulation of cultural and personal worldviews</p>	<p>Differentiate between summary and analysis</p> <p>Read, write, and think critically</p> <p>Analyze text for themes, motifs, and symbolic elements</p> <p>Understand the use of allusion in a text</p> <p>Read and annotate poetry</p> <p>Identify literary & poetic devices</p> <p>Discover meaning in verse</p> <p>Compose effective hooks,</p>	<p>Transcendentalism in modern media</p> <p>Class debates and discussions</p> <p>Aphorism analysis and application</p> <p>Peer editing</p> <p>Teacher-made worksheets</p> <p>Team presentations: <u>Scarlet Letter</u> chapter reviews</p> <p>Quote Analysis: <u>The Scarlet Letter</u></p> <p>In-class reading of the <u>Moby Dick</u> script</p> <p>Mutiny letters to Capt. Ahab</p>	<p>Aphorism analysis and application</p> <p>Transcendentalism objective test and essay</p> <p>Song Project & Transcendental Poetry writing</p> <p><u>Scarlet Letter</u> quote analysis & creative adaptation</p> <p>Writing: a modern-day adaptation of <u>The Scarlet Letter</u> (short story, screenplay, play or</p>

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<p>Deriving meaning and understanding from poetry</p> <p>The impact and enduring legacy of the American literary renaissance</p>	<p>transitions, and refined thesis statements</p> <p>Use quotes to support a thesis</p> <p>Write with verbal economy and precision</p> <p>Write in a time-restricted environment (SAT prompt)</p> <p>Voice ideas and practice public speaking</p>	<p>Individual and Team presentations on various poems/poets</p> <p>In-class poetry writing analysis</p>	<p>research paper) & Hawthorne Worldview Essay</p> <p>Objective test for Moby Dick</p> <p>Personal Worldview essay</p> <p>Writing: respond to 2 poetry prompts</p> <p>Objective Test for Poetry Unit</p> <p>Formative assessments using cooperative learning and differentiated instruction strategies</p> <p>Mid-term exam</p>
<p>Resources/Technology: Novels, anthologies, periodicals, subscription databases, internet and DVD/CD media</p>			

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March – June			
<p>Targeted Standard(s): NJCCCS Language Arts Literacy Standards 3.1 – 3.5 Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B</p>			
<p>Enduring Understandings (<i>The big ideas</i>): The “Cherry Hill Model” for appreciating <u>The Adventures of Huckleberry Finn</u>, Hemingway as an American icon & the Hemingway Hero, disillusionment in <u>The Catcher in the Rye</u>, the American Dream in the modern and post-modern eras. Comparing, inferring, synthesizing and making connections to make texts personally relevant and useful. Oral discussions to build connections and create opportunities for learning. Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages. Understanding of embedded values and points of view in media. (<u>The Adventures of Huckleberry Finn</u>, <u>The Catcher in the Rye</u>, <u>The Old Man and the Sea</u>, “Death of a Salesman,” “A Raisin in the Sun,” modern short stories and poetry</p>			
<p>Essential Questions: Why is <u>Huck Finn</u> such a controversial novel today? Should the book be banned from our high school’s curriculum? How does the novel treat the issue of race? How is the African-American experience different from that of all other racial/ethnic groups in America? How does the Cherry Hill Model broaden a student’s understanding of the novel’s literary, historical, and cultural contexts? What ideas and attitudes characterize American Literature of the 20th century? How did two world wars and America’s rise to political and economic power alter the way Americans view the world around them? What is a Hemingway hero? Is Holden Caulfield still relevant to today’s young readers? How has the concept of the American Dream been articulated throughout the course? Is it fact or fiction? What themes or conflicts have continually surfaced throughout our studies this year? Has America lived up to the promises of its past? How has your writing evolved over the course of the year?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>The historical context of Mark Twain’s work, including the issue of race in antebellum and reconstruction America</p> <p>The “Cherry Hill Model” for approaching <u>Huck Finn</u></p> <p>The trademarks of the Hemingway style and the characteristics of the Hemingway Hero</p>	<p>Write persuasively and analytically</p> <p>Use quotes to support a thesis</p> <p>Reading, write, and think critically</p> <p>Analyze text for themes, motifs, and symbolic elements</p> <p>Identify and appreciate the use of satire, sarcasm, and parody in literature</p> <p>Distinguish between an author’s voice and a character’s</p> <p>Recognize the voice of an unreliable narrator</p>	<p>“Good Huck, Bad Huck” – evaluating Huck’s words/actions on a “morality meter”</p> <p>Discussion and debate of racial “hot topics” from contemporary events – Kanye West, Don Imus, Michael Richards, Barak Obama</p> <p>Helpful or Harmful? – A look at black comedy in a post-Civil Rights America</p> <p>Point/Counterpoint – Keep it or can it?</p>	<p>Objective tests, quizzes, and in-class essays</p> <p>Letter to the Haddonfield Board of Ed.</p> <p>Hemingway Style Writing Sample</p> <p><u>Catcher</u> bookjacket cover</p> <p>“The Things I Carry” Writing Prompt</p> <p>Modern Poetry- 2 Poetry Prompt Responses</p> <p>Willy Loman’s Eulogy</p>

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<p>The development of the American theater</p> <p>Modern history's impact on American values and attitudes</p>		<p>DVD: Various black comic skits – SNL</p> <p>PowerPoint: The Legacy of Jim Crow</p> <p>Teacher-made discovery sheets</p> <p>Writing in the Hemingway Style</p> <p>Hemingway Bio: Man or Myth?</p> <p>Iceberg Theory: Hemingway's prose</p> <p>"I Found Holden Caulfield's iPod"</p> <p>Conspiracy Theory: <u>Catcher</u> and Chapman</p> <p>Class debates and discussions</p> <p>Analysis of major writers' writing style</p> <p>Seeing "Cathedrals": Blind pair drawings</p> <p>Unit Feedback sheets</p>	<p>Class performance, discussion, and feedback</p> <p>Formative assessments using cooperative learning and differentiated instruction strategies</p> <p>Final exam</p>
<p>Resources/Technology: Novels, anthologies, periodicals, subscription databases, internet, DVD/CD media, PowerPoint presentations</p>			