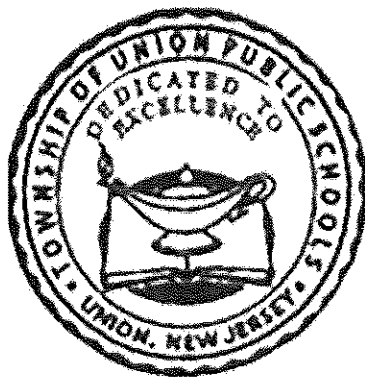


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN411
Senior English Topics**

Adopted 06/2017

Mission Statement

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

Philosophy Statement

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

SEMESTER A HORROR LITERATURE

Course Description

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

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL.12.1 RL.12.2 RL.12.6	W.12.4 W.12.9 W.12.10	SL.12.1	L.12.1 L.12.6
Unit 2	RL.12.3 RL.12.4 RL.12.6	W.12.6 W.12.9 W.12.10	SL.12.1	L.12.1 L.12.2 L.12.4
Unit 3	RL.12.2 RL.12.3 RL.12.4	W.12.4 W.12.6 W.12.10	SL.12.1	L.12.1 L.12.2 L.12.6
Unit 4	RL.12.1 RL.12.2 RL.12.3 RL.12.6	W.12.4 W.12.5 W.12.6 W.12.9	SL.12.1	L.12.1 L.12.2 L.12.3 L.12.4

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	12 days
Unit 2	30 days
Unit 3	18 days
Unit 4	30 days

Unit 1: Poetry

Unit Summary

Major reading skills include analyzing the various poems for poetic elements and themes relevant to the class (including exposition, climax, irony, suspense, horror, resolution and theme), alliteration, assonance, metaphor, simile, onomatopoeia, repetition, rhyme, symbol, (including historical context and background information) and conflict.

Writing skills include open-ended essay prompts, the continued development of a central thesis statement for the entire course, and in-text citations. The skills practiced in this Unit will serve as building blocks towards the MLA documented essay which is the culmination of this course.

Essential Questions

- Why is the vampire still so prevalent in literature and entertainment today?
- Where did the vampire legend begin?
- How has the legend of the vampire changed over time?
- What is the historical significance of these poems in regards to the myth of the vampire?

READING

Critical Knowledge and Skills

Standards

-Cite strong textual evidence to support a claim.

RL.12.1

-Determine two or more themes or central ideas of a text and analyze their development over the course of the text

RL.12.2

-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama

RL.12.3

-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings

RL.12.4

-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.12.6

Suggested Materials/Educational Resources

"Der Vampire" by Heinrich August Ossenfelder (1748)

"The Bride of Corinth" by Johann Wolfgang von Goethe (1797)

"The Old Woman of Berkeley" by Robert Southey (1798)

"The Rime of the Ancient Mariner" by Samuel Taylor Coleridge (1798)

"The Vampyre" by John Stagg (1810)

"The Vampyre" by James Clerk Maxwell (1845)

Vampire Story? Worksheet
 Research Logs
 Reflect Logs

WRITING

Critical Knowledge and Skills	Standards
-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.12.4
-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.12.5
-Use technology, including the Internet, to produce, publish, and update individual or shared writing products	W.12.6
-Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.12.9
-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.12.10

Suggested Materials/Educational Resources
"Der Vampire" by Heinrich August Ossenfelder (1748) "The Bride of Corinth" by Johann Wolfgang von Goethe (1797) "The Old Woman of Berkeley" by Robert Southey (1798) "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge (1798) "The Vampyre" by John Stagg (1810) "The Vampyre" by James Clerk Maxwell (1845) Vampire Story? Worksheet Research Logs Reflect Logs

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners	SL.12.1

Suggested Materials/Educational Resources

"Der Vampire" by Heinrich August Ossenfelder (1748)
 "The Bride of Corinth" by Johann Wolfgang von Goethe (1797)
 "The Old Woman of Berkeley" by Robert Southey (1798)
 "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge (1798)
 "The Vampyre" by John Stagg (1810)
 "The Vampyre" by James Clerk Maxwell (1845)
 Vampire Story? Worksheet
 Research Logs
 Reflect Logs

LANGUAGE

Critical Knowledge and Skills	Standards
-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.12.1
-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.12.2
-Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L.12.4
-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level	L.12.6

Suggested Materials/Educational Resources

"Der Vampire" by Heinrich August Ossenfelder (1748)
 "The Bride of Corinth" by Johann Wolfgang von Goethe (1797)
 "The Old Woman of Berkeley" by Robert Southey (1798)
 "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge (1798)
 "The Vampyre" by John Stagg (1810)
 "The Vampyre" by James Clerk Maxwell (1845)
 Vampire Story? Worksheet
 Research Logs
 Reflection/Connection Logs

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
-Open Ended Prompts -Participation -Daily Oral Language	-Research Logs -Reflection/Connection Logs -MLA Documented Research Paper

-Study/Reading Guide Questions -Student Questions -Vampire Story? Worksheets -Exit Slips		
District/School Texts		District/School Supplementary Materials
NA		NA
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
-MLA Documented Research Paper	-Citations, Thesis Development and Support	-Language, Grammar and Syntax Conventions, Proper MLA Formatting

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://drive.google.com/open?id=0BwGX3da7ob3AYnRiVmVmOFk3TGc

Unit 2: Dracula

Unit Summary

Major reading skills include analyzing the novel for plot and theme development (including exposition, rising and falling action, climax, irony, suspense, horror, resolution and theme), direct and indirect characterization, setting (including historical context and background information) and conflict.

Writing skills include open-ended essay prompts, the continued development of a central thesis statement for the entire course, and in-text citations. The skills practiced in this Unit will serve as building blocks towards the MLA documented essay which is the culmination of this course.

Essential Questions

- Why is the vampire still so prevalent in literature and entertainment today?
- How has the legend of the vampire changed over time?
- What is the historical significance of this novel in regards to the myth of the vampire?

READING

Critical Knowledge and Skills

Standards

-Cite strong textual evidence to support a claim.

-Determine two or more themes or central ideas of a text and analyze their development over the course of the text

-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama

-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings

-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.12.1

RL.12.2

RL.12.3

RL.12.4

RL.12.6

Suggested Materials/Educational Resources

Dracula, by Bram Stoker

Study Guide Questions

Open-Ended Writing Prompts

Research Logs

Reflect Logs

Dracula, 1931 film by Tod Browning

Bram Stoker's Dracula, 1992 film by Francis Ford Coppola

WRITING

Critical Knowledge and Skills	Standards
-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.12.4
-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.12.5
-Use technology, including the Internet, to produce, publish, and update individual or shared writing products	W.12.6
-Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.12.9
-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.12.10

Suggested Materials/Educational Resources

Dracula, by Bram Stoker
 Study Guide Questions
 Open-Ended Writing Prompts
 Research Logs
 Reflect Logs
Dracula, 1931 film by Tod Browning
Bram Stoker's Dracula, 1992 film by Francis Ford Coppola

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners	SL.12.1

Suggested Materials/Educational Resources

Dracula, by Bram Stoker
 Study Guide Questions
 Open-Ended Writing Prompts
 Research Logs

Reflect Logs <u>Dracula</u> , 1931 film by Tod Browning <u>Bram Stoker's Dracula</u> , 1992 film by Francis Ford Coppola
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LANGUAGE	
Critical Knowledge and Skills	Standards
-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.12.1
-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.12.2
-Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L.12.4
-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level	L.12.6
Suggested Materials/Educational Resources	
<u>Dracula</u> , by Bram Stoker Study Guide Questions Open-Ended Writing Prompts Research Logs Reflect Logs <u>Dracula</u> , 1931 film by Tod Browning <u>Bram Stoker's Dracula</u> , 1992 film by Francis Ford Coppola	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
-Open Ended Prompts -Participation -Daily Oral Language -Study/Reading Guide Questions -Student Questions -Exit Slips	-Research Logs -Reflection/Connection Logs -MLA Documented Research Paper	
District/School Texts	District/School Supplementary Materials	
<u>Dracula</u> , by Bram Stoker		
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
-MLA Documented	-Citations, Thesis	-Language, Grammar and



Research Paper	Development and Support	Syntax Conventions, Proper MLA Formatting
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INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://drive.google.com/open?id=0BwGX3da7ob3AVzdVVIJMNkt4Wm8

Unit 3: Short Stories

Unit Summary

Major reading skills include analyzing the various short stories for plot and theme development (including exposition, rising and falling action, climax, irony, suspense, horror, resolution and theme), direct and indirect characterization, setting (including historical context and background information) and conflict.

Writing skills include open-ended essay prompts, the continued development of a central thesis statement for the entire course, and in-text citations. The skills practiced in this Unit will serve as building blocks towards the MLA documented essay which is the culmination of this course.

Essential Questions

- Why is the vampire still so prevalent in literature and entertainment today?
- How has the legend of the vampire changed over time?
- What is the historical significance of this novel in regards to the myth of the vampire?

READING

Critical Knowledge and Skills	Standards
-Cite strong textual evidence to support a claim.	RL.12.1
-Determine two or more themes or central ideas of a text and analyze their development over the course of the text	RL.12.2
-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama	RL.12.3
-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings	RL.12.4
-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.12.6

Suggested Materials/Educational Resources

- "Ligeia" by Edgar Allan Poe
- "The True Story of a Vampire" by Eric Stenbock
- "Ken's Mystery" by Julian Hawthorne
- "Let Loose" by Mary Cholmondeley
- "Luella Miller" by Mary Wilkins Freeman
- "The Adventure of the Sussex Vampire" by Arthur Conan Doyle

"Popsy" by Stephen King
 Vampire Story? worksheet
 Research Logs
 Reflect Logs

WRITING

Critical Knowledge and Skills	Standards
-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.12.4
-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.12.5
-Use technology, including the Internet, to produce, publish, and update individual or shared writing products	W.12.6
-Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.12.9
-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.12.10

Suggested Materials/Educational Resources

"Ligeia" by Edgar Allan Poe
 "The True Story of a Vampire" by Eric Stenbock
 "Ken's Mystery" by Julian Hawthorne
 "Let Loose" by Mary Cholmondeley
 "Luella Miller" by Mary Wilkins Freeman
 "The Adventure of the Sussex Vampire" by Arthur Conan Doyle
 "Popsy" by Stephen King
 Vampire Story? worksheet
 Research Logs
 Reflect Logs

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners	SL.12.1

Suggested Materials/Educational Resources
"Ligeia" by Edgar Allan Poe "The True Story of a Vampire" by Eric Stenbock "Ken's Mystery" by Julian Hawthorne "Let Loose" by Mary Cholmondeley "Luella Miller" by Mary Wilkins Freeman "The Adventure of the Sussex Vampire" by Arthur Conan Doyle "Popsy" by Stephen King Vampire Story? worksheet Research Logs Reflect Logs

LANGUAGE	
Critical Knowledge and Skills	Standards
-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.12.1
-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.12.2
-Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L.12.4
-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level	L.12.6

Suggested Materials/Educational Resources
"Ligeia" by Edgar Allan Poe "The True Story of a Vampire" by Eric Stenbock "Ken's Mystery" by Julian Hawthorne "Let Loose" by Mary Cholmondeley "Luella Miller" by Mary Wilkins Freeman "The Adventure of the Sussex Vampire" by Arthur Conan Doyle "Popsy" by Stephen King Vampire Story? worksheet Research Logs Reflect Logs

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
-Open Ended Prompts	-Research Logs

-Participation -Daily Oral Language -Study/Reading Guide Questions -Student Questions -Vampire Story? Worksheets -Exit Slips		-Reflection/Connection Logs -MLA Documented Research Paper
District/School Texts		District/School Supplementary Materials
NA		NA
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
-MLA Documented Research Paper	-Citations, Thesis Development and Support	-Language, Grammar and Syntax Conventions, Proper MLA Formatting

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<https://drive.google.com/open?id=0BwGX3da7ob3AYnRiVmVmOFk3TGc>

Unit 4: Salem's Lot

Unit Summary

Major reading skills include analyzing the novel for plot and theme development (including exposition, rising and falling action, climax, irony, suspense, horror, resolution and theme), direct and indirect characterization, setting (including historical context and background information) and conflict.

Writing skills include open-ended essay prompts, the continued development of a central thesis statement for the entire course, and in-text citations. The skills practiced in this Unit will serve as building blocks towards the MLA documented essay which is the culmination of this course.

Essential Questions

- Why is the vampire still so prevalent in literature and entertainment today?
- How has the legend of the vampire changed over time?
- What is the historical significance of this novel in regards to the myth of the vampire?
- Does the vampire myth work in a twentieth century setting? Is it more or less believable in this more recent setting?

READING

Critical Knowledge and Skills	Standards
-Cite strong textual evidence to support a claim.	RL.12.1
-Determine two or more themes or central ideas of a text and analyze their development over the course of the text	RL.12.2
-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama	RL.12.3
-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings	RL.12.4
-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.12.6

Suggested Materials/Educational Resources

Salem's Lot, by Stephen King
 Study Guide Questions
 Open-Ended Writing Prompts

Research Logs
 Reflect Logs
 Salem's Lot, 1979 TV Movie by Tobe Hooper
 Salem's Lot, 2004 TV Movie by Mikael Salomon

WRITING

Critical Knowledge and Skills	Standards
-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.12.4
-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.12.5
-Use technology, including the Internet, to produce, publish, and update individual or shared writing products	W.12.6
-Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.12.9
-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.12.10

Suggested Materials/Educational Resources

Salem's Lot, by Stephen King
 Study Guide Questions
 Open-Ended Writing Prompts
 Research Logs
 Reflect Logs
 Salem's Lot, 1979 TV Movie by Tobe Hooper
 Salem's Lot, 2004 TV Movie by Mikael Salomon

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners	SL.12.1

Suggested Materials/Educational Resources

Salem's Lot, by Stephen King
 Study Guide Questions

Open-Ended Writing Prompts Research Logs Reflect Logs <u>Salem's Lot</u> , 1979 TV Movie by Tobe Hooper <u>Salem's Lot</u> , 2004 TV Movie by Mikael Salomon
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LANGUAGE

Critical Knowledge and Skills	Standards
-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.12.1
-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.12.2
-Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L.12.4
-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level	L.12.6

Suggested Materials/Educational Resources
<u>Salem's Lot</u> , by Stephen King Study Guide Questions Open-Ended Writing Prompts Research Logs Reflect Logs <u>Salem's Lot</u> , 1979 TV Movie by Tobe Hooper <u>Salem's Lot</u> , 2004 TV Movie by Mikael Salomon

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
-Open Ended Prompts -Participation -Daily Oral Language -Study/Reading Guide Questions -Student Questions -Exit Slips	-Research Logs -Reflection/Connection Logs -MLA Documented Research Paper
District/School Texts	District/School Supplementary Materials
<u>Salem's Lot</u> , by Stephen King District/School Writing Tasks	



Task	Primary Focus	Secondary Focus
-MLA Documented Research Paper	-Citations, Thesis Development and Support	-Language, Grammar and Syntax Conventions, Proper MLA Formatting

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<https://drive.google.com/open?id=0BwGX3da7ob3AT2pjc0MtSVFpa0E>

**SEMESTER B
ADAPTING FILM FROM LITERATURE**

Course Description

The purpose of the course is to examine a narrative's progression from textual concept to film product. A literature-driven course, *Adapting Film From Literature* requires students to scrutinize the literary origin of a narrative in comparison and contrast to its ultimate film product. By exposing students to various contemporary authors' dramas/screenplays, short stories/novellas, and novels, as well as their visual counterparts crafted by varied, stylistically unique film directors, it is believed that students can experience a true holistic journey for each narrative. In studying the literature, students will develop skills pertaining to reading comprehension, vocabulary development, and understanding of narrative and literary elements in multiple media. Furthermore, all students will rehearse skills pertaining to collegiate writing by crafting MLA-style comparative analysis essays and projects, as well as learn the fundamentals of film production—namely screenplay writing, storyboarding, and sound tracking.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL.12.1 RL.12.2 RL.12.6	W.12.4 W.12.9 W.12.10	SL.12.1	L.12.1 L.12.6
Unit 2	RL.12.3 RL.12.4 RL.12.6	W.12.6 W.12.9 W.12.10	SL.12.1	L.12.1 L.12.2 L.12.4
Unit 3	RL.12.2 RL.12.3 RL.12.4	W.12.4 W.12.6 W.12.10	SL.12.1	L.12.1 L.12.2 L.12.6

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	30 days
Unit 2	30 days
Unit 3	30 days

Unit 1: Daniel Wallace's *Big Fish*: A Novel of Mythic Proportions

Unit Summary

By examining the literary genius of author, Daniel Wallace, as well as the unique filmmaking of director, Tim Burton, students will explore a fantastical journey that ponders the distinction between myths and realities. The prevalent theme in both media is fantasy v. reality, yet a variety of themes such as familial obligation, mortality, one's origin and legacy are featured as well. Daniel Wallace's novel is written in a chronological series of tall tales as narrated by Edward Bloom's son, William, who is trying desperately to reconcile the difference between what he thinks he knows about his terminally ill father and what his father actually *is*. The various stories are Will's retelling of tales that Edward has told about his life. For instance, the 'My Father's Death Take' chapters are William planning out his final conversation with his father in his head and how it will go, so that when the actual conversation takes place, he will be able to get to bottom of the truth and of truly understanding his father. Daniel Wallace's *Big Fish: A Novel of Mythic Proportions* is a fictional novel of southern Americana which draws elements from the epic poem *The Odyssey*, James Joyce's *Ulysses*, and American tall tales. Students will subsequently examine the novel's companion film, as constructed by legendary director, Tim Burton. In the end, the ultimate goal for students who partake in the exploration of this novel and film is that they also partake in the exploration of themselves—their mythical and/or realistic origins and makeup.

Essential Questions

- > How much do we know of our ancestors?
- > Why is storytelling an integral aspect of one's life?
- > How difficult can it be to break familial traditions and/or customs?
- > What is stranger: truth or fiction?
- > How far may one go to pursue love?
- > What in an individual willing to do in pursuit of one's dreams?

READING

Critical Knowledge and Skills

Standards

<ul style="list-style-type: none"> • Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. 	RL.12.3 RL.12.4 RL.12.6
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Suggested Materials/Educational Resources

- Daniel Wallace’s novel: *Big Fish: A Novel of Mythic Proportions* (1998)
- Daniel Wallace’s *Big Fish: A Novel of Mythic Proportions* audiobook, narrated by Tom Stechschulte (2004)
- Tim Burton’s film, *Big Fish* (2003)

WRITING

Critical Knowledge and Skills	Standards
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<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 	W.12.6 W.12.9 W.12.10
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Suggested Materials/Educational Resources

<ul style="list-style-type: none"> • Daniel Wallace’s novel: <i>Big Fish: A Novel of Mythic Proportions</i> (1998) • Daniel Wallace’s <i>Big Fish: A Novel of Mythic Proportions</i> audiobook, narrated by Tom Stechschulte (2004) • Tim Burton’s film, <i>Big Fish</i> (2003)
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SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. 	SL.12.1

Suggested Materials/Educational Resources

- Daniel Wallace's novel: *Big Fish: A Novel of Mythic Proportions* (1998)
- Daniel Wallace's *Big Fish: A Novel of Mythic Proportions* audiobook, narrated by Tom Stechschulte (2004)
- Tim Burton's film, *Big Fish* (2003)

LANGUAGE

Critical Knowledge and Skills

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level

Standards

L.12.1
L.12.2
L.12.4

Suggested Materials/Educational Resources

- Daniel Wallace's novel: *Big Fish: A Novel of Mythic Proportions* (1998)
- Daniel Wallace's *Big Fish: A Novel of Mythic Proportions* audiobook, narrated by Tom Stechschulte (2004)
- Tim Burton's film, *Big Fish* (2003)

ASSESSMENT PLAN

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
<ul style="list-style-type: none"> • Pre-reading movie poster project • Pre-reading “Myth Vs. Reality” storyboarding • Pre-reading vocabulary (Parts 1, 2 and 3) • Experiential theme journals (Parts 1 and 2) • Active reading questions and citation prompts (Parts 1, 2 and 3) • Constructed response prompts • Post-reading review tasks (Parts 1, 2 and 3) • Annotations “Post-It” quizzes (Parts 1, 2 and 3) • “Do Now” quote analysis 		<ul style="list-style-type: none"> • MLA-style comparative analysis essay 	
District/School Texts		District/School Supplementary Materials	
<ul style="list-style-type: none"> • Daniel Wallace’s novel: <i>Big Fish: A Novel of Mythic Proportions</i> (1998) 		<ul style="list-style-type: none"> • Daniel Wallace’s <i>Big Fish: A Novel of Mythic Proportions</i> audiobook, narrated by Tom Stechschulte (2004) • Tim Burton’s film, <i>Big Fish</i> (2003) 	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
<ul style="list-style-type: none"> • MLA documented writing 	<ul style="list-style-type: none"> • Citations; synthesis of multiple media 	<ul style="list-style-type: none"> • Language; grammar and syntax conventions; MLA formatting 	

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

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Unit 2: Chazz Palminteri's *A Bronx Tale*

Unit Summary

Engaging with varied forms of literature and media is important for any learner. In this unit, students will be challenged to examine an influential film screenplay that was conceived with its film product to follow. Conducting a "table read" in the form of a pre-production meeting, students will divide responsibilities as if they are part of a professional film company's actors/actresses guild casted for a role. Ultimately, after the literature has been analyzed for its narrative and literary elements, historical and social contexts, vocabulary, themes, author style, and screenplay structure/formatting, students will view the corresponding film to reinforce their textual understanding of *A Bronx Tale*. This "coming of age" narrative is a powerful and realistic portrayal of life in the Bronx during the early to late 1960's, from an Italian-American perspective, focusing on themes of parental influence, violence, racial relations, and stereotyping. The end goal of this unit is for students to incorporate their knowledge of both media, as well as their unique passion for music, by creating and presenting a modern soundtrack for the film.

Essential Questions

- Is it better to be loved or feared?
- Does an individual become the product of their environment?
- How difficult can it be to break familial traditions and/or customs?
- Can kindness be mistaken for weakness?
- How far may one go to pursue one's destiny?
- Is it okay to witness injustice and remain silent?

READING

Critical Knowledge and Skills

Standards

<ul style="list-style-type: none"> • Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. 	RL.12.3 RL.12.4 RL.12.6
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Suggested Materials/Educational Resources

- Chazz Palminteri's screenplay, *A Bronx Tale* (1992)
- Robert De Niro's film, *A Bronx Tale* (1993)

WRITING

Critical Knowledge and Skills	Standards
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<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 	W.12.6 W.12.9 W.12.10
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Suggested Materials/Educational Resources

- Chazz Palminteri's screenplay, *A Bronx Tale* (1992)
- Robert De Niro's film, *A Bronx Tale* (1993)

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. 	SL.12.1

Suggested Materials/Educational Resources

- Chazz Palminteri's screenplay, *A Bronx Tale* (1992)
- Robert De Niro's film, *A Bronx Tale* (1993)

LANGUAGE

Critical Knowledge and Skills

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level

Standards

L.12.1
L.12.2
L.12.4

Suggested Materials/Educational Resources

- Chazz Palminteri's screenplay, *A Bronx Tale* (1992)
- Robert De Niro's film, *A Bronx Tale* (1993)

ASSESSMENT PLAN

District/School Formative
Assessment Plan

District/School Summative
Assessment Plan

<ul style="list-style-type: none"> ● Pre-reading Webquest ● Pre-reading vocabulary (Parts 1, 2 and 3) ● Pre-reading theme journal (Parts 1, 2 and 3) ● Active reading questions and citation prompts (Parts 1, 2 and 3) ● Constructed response prompts ● Post-reading review tasks (Parts 1, 2 and 3) ● Comprehension quizzes (Parts 1, 2 and 3) ● “Do Now” quote analysis 		<ul style="list-style-type: none"> ● MLA-style soundtrack project and presentation
District/School Texts		District/School Supplementary Materials
<ul style="list-style-type: none"> ● Chazz Palminteri’s screenplay, <i>A Bronx Tale</i> (1992) 		<ul style="list-style-type: none"> ● Robert De Niro’s film, <i>A Bronx Tale</i> (1993)
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
<ul style="list-style-type: none"> ● MLA documented writing 	<ul style="list-style-type: none"> ● Citations; synthesis of multiple media; presentation 	<ul style="list-style-type: none"> ● Language; grammar and syntax conventions; MLA formatting

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

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Unit 3: Stephen King's "Rita Hayworth and The Shawshank Redemption"

Unit Summary

Engaging with varied forms of literature and media is important for any learner. In this unit, students will be challenged to examine an influential short story (novella) that inevitably became, according to IMDB.com, the "best film ever made". Essentially this unit explores why this film is credited with such prestige by looking at Stephen King's original literary intentions. After conducting a close read of King's short story, "Rita Hayworth and the Shawshank Redemption", students will have to synthesize their understanding of King's text with further examination of the adapted film version, Frank Darabont's *The Shawshank Redemption*. Furthermore, the students will be required to display their understanding of a prevalent theme in both works, institutionalization, as well as incorporate sources via research for said theme, by crafting an MLA-style synthesis essay (unit assessment).

Essential Questions

- What are some of the negative aspects of injustice, especially in regards to wrongful prosecution?
- How does an individual function following the effects of institutionalization?
- Can an individual find hope while in a seemingly hopeless situation?
- How far may one go to pursue one's destiny?
- Is it okay to witness injustice and remain silent?
- How important is self-reliance, wisdom, and patience to someone who has been incarcerated?
- In what ways is our society's criminal justice system successful? Faulty?

READING

Critical Knowledge and Skills

Standards

<ul style="list-style-type: none"> • Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. 	RL.12.3 RL.12.4 RL.12.6
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Suggested Materials/Educational Resources

- Stephen King’s novella, “Rita Hayworth and the Shawshank Redemption” (aka “Hope Springs Eternal”) from the novel, *Different Seasons* (1982)
- Stephen King’s *Different Seasons* audiobook narrated by Frank Muller (2016)
- Frank Darabont’s film, *The Shawshank Redemption* (1994)

WRITING

Critical Knowledge and Skills	Standards
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<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 	W.12.6 W.12.9 W.12.10
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Suggested Materials/Educational Resources

<ul style="list-style-type: none"> • Stephen King’s novella, “Rita Hayworth and the Shawshank Redemption” (aka “Hope Springs Eternal”) from the novel, <i>Different Seasons</i> (1982) • Stephen King’s <i>Different Seasons</i> audiobook narrated by Frank Muller (2016) • Frank Darabont’s film, <i>The Shawshank Redemption</i> (1994)

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. 	SL.12.1

Suggested Materials/Educational Resources

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- Stephen King’s novella, “Rita Hayworth and the Shawshank Redemption” (aka “Hope Springs Eternal”) from the novel, *Different Seasons* (1982)
- Stephen King’s *Different Seasons* audiobook narrated by Frank Muller (2016)
- Frank Darabont’s film, *The Shawshank Redemption* (1994)

LANGUAGE

Critical Knowledge and Skills

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level

L.12.1
L.12.2
L.12.4

Suggested Materials/Educational Resources

- Stephen King’s novella, “Rita Hayworth and the Shawshank Redemption” (aka “Hope Springs Eternal”) from the novel, *Different Seasons* (1982)
- Stephen King’s *Different Seasons* audiobook narrated by Frank Muller (2016)
- Frank Darabont’s film, *The Shawshank Redemption* (1994)

ASSESSMENT PLAN

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
<ul style="list-style-type: none"> • Pre-reading themes questionnaire • Pre-reading Webquest (author) • Pre-reading vocabulary (parts 1 and 2) • Pre-reading theme journal (parts 1 and 2) • Active reading questions and citation prompts (parts 1 and 2) • Constructed response prompts • "Do Now" quote analysis 		<ul style="list-style-type: none"> • MLA-style synthesis essay (research-based) 	
District/School Texts		District/School Supplementary Materials	
<ul style="list-style-type: none"> • Stephen King's novella, "Rita Hayworth and the Shawshank Redemption" (aka "Hope Springs Eternal") from the novel, <i>Different Seasons</i> (1982) 		<ul style="list-style-type: none"> • Stephen King's <i>Different Seasons</i> audiobook narrated by Frank Muller (2016) • Frank Darabont's film, <i>The Shawshank Redemption</i> (1994) 	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
<ul style="list-style-type: none"> • MLA documented writing 	<ul style="list-style-type: none"> • Citations; research and synthesis of multiple media 	<ul style="list-style-type: none"> • Language; grammar and syntax conventions; MLA formatting 	

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

https://drive.google.com/drive/folders/0B9Gnnh_UjgttcVI5SUNzcdJjelU?usp=sharing