

# Fair Lawn Public Schools

Fair Lawn, NJ

**12H  
HUMANITIES**

**August**

**2017**

**Aligned to NJSL 2017  
Revised August 2013**

Honors Humanities is an intensive and fun course in art history, literature, film, music, theory and the craft of writing. The course that was developed fourteen years ago by English teacher Nancy Tuttle and the Fair Lawn English Language Arts Team and aligned to the Grade 11-12 New Jersey Student Learning Standards Initiative.

**WRITING  
CRAFT,  
MUSIC, ART,  
LITERATURE,  
FILM AND  
PHILOSOPHY**

# **Fair Lawn School District**

## **Committee Credits**

### **Grade 12 English Language Arts Team**

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## English 12 Honors

### I. Course Synopsis

The English 12 Honors Humanities curriculum develops research, reading, writing, speaking, and listening skills designated by the Grade Specific. The course also serves to provide students with a sound knowledge base of composers, musicians, artists, writers, early film history and religion & philosophy, the which of with will serve to enhance the students' experiences and sense of self, but foremost provide a sound foundation in cultural literacy that will serve well beyond high school. Specific attention will be devoted early in the year toward developing college essays. These essays will be finalized so that each student will have several original drafts, varying in topics, to choose from when applying for colleges. Throughout the year, students will explore works of history's finest and notable composers, artists, theorists and philosophers, film makers and authors. This course is a project-based course in which students will often be held responsible for their own learning, as well as cultivating their unique but professional presentation skills.

### II. Philosophy & Rationale

In that art, music and literature provide students a lens onto the world, it is the goal of the English Department to provide the students in this course with an understanding of the historical/cultural/social contexts of department-selected essential history and texts in the humanities. Students will be expected to explore their analysis of such topics by developing rich, polished presentations which enhance student understanding and engage an audience of their peers.

In completing these tasks, it is expected that students will develop a better appreciation for music, art, literature, film, philosophy and the historical context of these studies in general. A focus on higher-level teacher-directed questions and student-centered opportunity for inquiry-based reading and research support our process. Ultimately, our aim is for students to develop the skills to fulfill the requirements of the New Jersey Student Learning Standards and, in doing so, gain increased rigorous competence in the world of humanities and presentations skills.

## A. Reading Scaffolding

Based on research on reading from the past forty years, the Fair Lawn English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

### Reading More

In addition to curriculum-driven reading activities, independent reading is provided to support the various interests and learning needs of all students. Teachers facilitate student opportunities to read books-of-choice and timely texts as part of classroom curriculum and instruction. In particular, reading conferences and, at times, project-based assignments foster a meaningful reading experience with differentiated rigor.

The following questions support proficient reading reflection:

[A good reader asks...]

- What reading strategies impact comprehension?
- How does what you experience in life impact your interpretation of text?
- What additional perspectives are necessary for an enhanced understanding of the text?
- What parts of the text are most significant? Why?
- What is the author's purpose?
- What do you want to know more about?
- How is the study of academic vocabulary and vocabulary words in texts vocabulary so vital to a rigorous exploration of a text?

### Sharing Ideas about Reading

In addition to written discussion and small-group collaboration, the Fair Lawn English Department engages students in purposeful paired discussions to share and process information more effectively. The following process may be used to operationalize "Turn and Talk" (Harvey & Daniels, 2009) as part of the classroom culture.

1. Explain the importance of actively sharing our thinking with a partner.
2. Teach the practice of partner conversation by reading a short text silently and modeling turn-and-talk guidelines. Ask students to notice the following: use eye contact; listen attentively, ask follow-up questions, disagree politely, share connections, and express reactions.

3. In guided practice, ask students to report their noticings. Create a classroom anchor chart that provides expectations for partner conversation. Choose a student-friendly topic and give it a go.
4. Provide consistent opportunities for partner conversations with deliberate student pairings. Whereas some prompts may be open-ended (e.g. What do you wonder about the text?), other prompts may be more specific (e.g. What was the main character's motivation? Or, what is the most important information in the text?)

### **Explicit Instruction in Reading Strategy**

In-class reading of grade-level texts is supported by the application of reading strategies as noted in Harvey Daniels and Nancy Steineke's *Texts and Lessons for Content-Area Reading* (2010), provided to all English department members. Teachers target Tier II words (i.e. high frequency words used across content areas) and Tier III words (content-specific vocabulary words) and teach the words before they are encountered in the text. Pre-reading, during-reading, and post-reading strategies promote strategic thinking. For example, "Think Aloud" (p. 62), "Pair Reading" (p. 66), and "Text Annotation" (p.41) are explained within model lessons by Daniels and Steineke (2010). One culminating goal is to model proficient reading behaviors such as higher order questioning and an enthusiastic passion for inquiry while gradually releasing this skill work to more strategic-thinking students.

### **B. Writing Scaffolding**

Writing instruction in the Fair Lawn English Department includes a balance of student journaling, open-ended responses, and formative writing assessments. In the end, students complete summative processed and timed writing in designated writing genres. Teachers confer and write specific and individualized feedback to support revision during the writing process. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

The following questions support proficient writing reflection [A good writer asks...]:

- Why must the purpose of the writer be determined?
- What makes a piece of writing effective?
- Why is it important to have a cogent thesis statement or arguable claim?
- Why are supporting details essential in argument-based writing?
- How could voice be employed to engage the writer's audience?
- Why is it important, in terms of meaning, to use correct grammar conventions and organizational structure?

**Processed Writing Resources:**

The *Purdue Online Writing Lab (OWL)* web site (<http://owl.english.purdue.edu/>) provides explicit writing instruction to foster the writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Some important teaching points that are detailed on the OWL web site include: an introduction to prewriting, tips for writing a thesis statement, paragraphing in academic writing, and an updated MLA formatting and style guide.

The Partnership for Assessment of Readiness for College and Careers (PARCC) provides PARCC Task Prototypes and New Sample Items for ELA/Literacy. According to the PARCC site: “The samples presented here [on the site] are designed to shine a light on important elements of the CCSS and to show how critical content in the standards may appear in PARCC’s next-generation, technology-based assessments.”

The PARCC web site provides resources including standards-aligned rubrics for narrative writing and expository writing. These rubrics serve as starting points for teacher-driven writing rubrics that are created with Fair Lawn English students in mind. For example, the Fair Lawn English Department created a common midterm essay exam rubric that delineates a standards-based expectation for literary analysis with explicit expectations for student voice.

Each writing assignment is supported with a clear writing expectation as represented in a writing rubric. The Fair Lawn English Language Arts Department has adopted the following expository essay criteria (posted on the next page) in partnership with the First Year Writing Program at Montclair State University (as published on the Montclair State University First Year Writing web site for students at:

<http://www.montclair.edu/chss/first-year-writing/first-year-writing-program-students/student-writing-assessment/>). Individual teachers may present these standards in slightly different language, and their comments on student work may not address every item on this list.

### Fair Lawn English Department Writing Criteria

- **Central Claim:** The central claim (also called thesis or main point) guides both writer and readers. This central claim should be reflected—sometimes directly, sometimes indirectly—in each paragraph of a successful essay. A good central claim is not obvious; it is debatable, worthy of discussion.
- **Development:** A successful essay is rich with examples, evidence, and discussion. The writer develops—substantiates, explains, and illustrates—all of his or her points.
- **Organization:** A successful essay is one that is organized clearly and logically. A well-organized essay provides readers with an engaging opening, well-constructed paragraphs, appropriate transitional cues between paragraphs and sections, and a satisfying ending.
- **Analysis:** A successful essay demonstrates analysis, when the writer is thinking on the page. It consists of the moments when the writer connects evidence to a central claim through logic and careful reflection. Analysis is evident when a writer connects one piece of evidence with a larger phenomenon or theorizes about a specific quality. Analysis is asking and addressing questions. Analysis is discussion.
- **Clarity of Prose:** A successful essay is characterized by clarity of prose, which comes not only from demonstrated mastery of English grammar, usage, and mechanics but also from careful proofreading. Clarity is further enhanced through elegant, well-constructed sentences.

### Grade 12H Essay Genre Focus

1st Marking Period	2 <sup>nd</sup> Marking Period	Midterm	3 <sup>rd</sup> Marking Period	4 <sup>th</sup> Marking Period	Final Exam
The Superior College Application Essay	Formal, research-based writing and presentations	Persuasive Essay	Formal Research-based writing and presentations	College-Style Reaction Papers	Writing-based final exam
Personal Narrative and Expository Journal Writing is continuous . . .					

### III. Scope & Sequence

Unit 1: Writing the College Essay: How can I craft a notable, influential essay?

Unit 2: Art and Music: Who are the great artists and composers, & why are they great?

Unit 3: Philosophy & Religion: Who are the great writers and thinkers of our time and how did their contributions influence society and the world?

Unit 4: What books are most influential and necessary for a graduating senior headed for college?

Unit 5: How can I write college worthy reaction papers?

Unit 6: (Time Permitting) Who are the directors and film makers who got the ball rolling and how did they do it?

Unit 7: Vocabulary (Continuous)

1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students' own writing

Unit 8: Literary Terms (Continuous)

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

Unit 9: Grammar (Continuous)

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

## IV. Unit Descriptions

### Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u5.pdf>.

### OVERARCHING QUESTION

What great works art, literature, music and philosophy should students be knowledgeable of to expand their mind’s capacity and to ensure a successful future?

### Unit Questions

#### Writing the College Essay

- How can my college essay influence the admissions office about whether or not to accept me? In other words, how does the admissions process work vis-à-vis the college essay?
- How can I market myself through my essay so that I stand out from the crowd?
- How can I come up with a good idea to write about?
- What if I don’t like what I write?
- How important is word choice in arriving at authentic voice and purpose?
- Why shouldn’t I use common cliché and colloquialisms to make my points understood in writing?

#### Art and Music

- Who are the world's great artists and composers and why are they considered great?
- What is the difference between creating something beautiful and creating something that changes history? How did each of these artists change history?
- Why is it important to differentiate between what you like and what you appreciate about art & music?
- How did world events influence each of these creators?
- How can I present this important info to the class in a way that my classmates will remember what I have taught them?

#### How to Write an A+ Essay

- How can I synthesize everything I know about writing essays so that it all makes sense to me? In other words, how can I understand how to write essays easily and with confidence and get A's from now on?
- How is an essay like pretending you're a lawyer persuading a jury that YOU'RE RIGHT?
- What are the essential components of a well-written essay and how can I remember them?

#### Philosophy and Transcendentalism

- Why are we here? What is the point/meaning of life? Are there more answers to this question than I've learned from my parents and my school?
- How could the world events of a person's lifetime influence someone to change their life philosophy? How are the world events of my lifetime influencing my life philosophy?
- What relevance does the philosophy of existentialism have to my world?

#### Siddhartha and World Religion

- How do the world's great religions answer the question of how to deal with human suffering?
- What common characteristics do all these religions have? What are their main differences?
- Why is the study of the world's great religions relevant to what is going on in current events nowadays?
- Trace Siddhartha's path to wisdom. What is his final conclusion?
- Based on what you've learned in this unit, make up a more perfect religion.
- What important personal questions has this unit raised for you? What is your thinking in terms of these important questions?

#### Malcolm X

- How did his early life shape his attitudes later on? 2. How was his life divided into different segments, and how did his life experiences influence his passage from one mindset to another? Is this how all of our lives take shape?
- How do different people respond to injustice? What are the consequences of these different responses?
- Spike Lee, in the movie X, has a very opinionated viewpoint/agenda about race relations. How did he change/modify the facts to make his viewpoint seem correct?

#### Writing a Reaction paper in Preparation for College

- How is a reaction paper different from an essay?
- What am I trying to prove when I write a reaction paper?
- How can I generate intelligent, insightful ideas?
- How can I organize my paper so that it communicates my ideas in a clear and powerful way?

#### Oedipus

- What are the chronological events of Oedipus' life? What is the plot of the play? Why aren't they the same?
- What are some of the important interpretations from critical literary analysis of god(s) based on this play?
- What are some of the important interpretations of man's role vis-à-vis the gods (free will/determinism and the role of suffering in human life) from critical literary analysis based on this play?

- What is the Oedipal complex? What argument does Freud make in favor of its existence? What argument do the Darwinian anthropologists make to refute it? (Modern feminist interpretation?)
- What questions have you re-considered about god/your life/fate/suffering in light of this unit of study? Relate your answer to our theme: why are we here?

#### *Hamlet*

- What is the plot? Who are the main characters?
- What are the most famous soliloquys and what do they mean?
- What are the most important questions this play raises? (Why did H. procrastinate? Was Hamlet really crazy? What is Shakespeare saying about women? What are Gertrude's real feelings, thoughts?)
- What are the most famous interpretations/criticisms of H? (T.S. Eliot, Goethe, Coleridge, Freud and H. Bloom)
- Why do many educated people think this is the greatest play ever written?
- In what ways do literary critics approach looking at Hamlet? (Literary criticisms)

#### *1984* by George Orwell

- Why is the individual's right to privacy vs. government control such an important topic in the news nowadays? What are some examples of this controversy and how does this issue affect my life? How does the digital age of our time contrast to the text, and ultimately help the individual become aware, involved and proactive?
- Why would any government want to control the lives of its citizens?
- What are the advantages of strict government control? What are the disadvantages?
- What is the message of this book? Is its message relevant to our lives?
- In terms of writing: how does Orwell convince you that this story is plausible? How does he make it emotionally engaging? What can I learn about my own writing from this author?

#### Memory Book

- What are my most important feelings, ideas, thoughts, lessons-learned, images from the last four years? Why are they important to me?
- How can I capture these ideas in a visual format that will preserve them for years to come?
- How can I use this unit of study to increase my writing and thinking abilities?

**Sample Lesson:** "Picasso analysis and artwork": <http://www.readwritethink.org/classroom-resources/calendar-activities/artist-pablo-picasso-born-20313.html>

**New Jersey Student Learning Standards as Learning Targets**

<http://www.state.nj.us/education/cccs/2016/ela/>

**Grades 11-12****Progress Indicators for Reading Literature*****Key Ideas and Details***

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

***Craft and Structure***

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

***Integration of Knowledge and Ideas***

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

**Progress Indicators for Reading Informational Text*****Key Ideas and Details***

RI.11-12.1. 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.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

***Craft and Structure***

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. 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.

***Integration of Knowledge and Ideas***

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

### Progress Indicators for Writing

#### ***Text Types and Purposes***

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### ***Production and Distribution of Writing***

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### ***Research to Build and Present Knowledge***

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Progress Indicators for Speaking and Listening

#### ***Comprehension and Collaboration***

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### ***Presentation of Knowledge and Ideas***

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Progress Indicators for Language

#### **Conventions of Standard English**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

## V. Course Materials

### Core (Required) Texts

#### Novels

- *Siddhartha* by Hermann Hess
- *1984* by George Orwell
- *The Stranger* by Camus
- *Malcolm X* by Alex Haley

#### Plays

- *Oedipus* by Sophocles
- *Hamlet* by William Shakespeare

#### Essays & Essay Excerpts

- The Essays of Rene Descartes
- The Essays of Francois Marie Arouet Voltaire
- The Essays of Jean Jacques Rousseau
- The Essays of Sigmund Freud
- The Essays of Jean-Paul Satre
- The Essays of Soren Kierkegaard

#### Film Study

- *Malcolm X*
- *Food Inc.*
- *A Trip to the Moon*
- *The Red Balloon* (Time permitting)
- *Battleship Potemkin*
- *The Great Train Robbery*

### Secondary (Supplemental) List of Texts:

#### Poems

- The Poetry of Allen Ginsberg
- The Poetry of Emily Dickinson
- The Poetry of Pablo Neruda

(\*other select poems TBA)

## **VI. Assessments**

### Formative Assessments

- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Journal Prompts – with Double Entry Journals
- Essay Drafts
- Reading Comprehension Quizzes with Reading Checks for Annotation and/or Notes

### Summative Assessments

- Processed Writing
- Project-based Assessments/Presentations
- Unit Tests
- MLA Research Paper
- Independent Reading Project

## VII. Interdisciplinary Connections and Alignment to Technology standards

### English/Media Arts

Students choose books for independent reading projects in collaboration with the high school media specialist.

Technology-based process supports the construction of the MLA-research paper. This includes a media-driven lesson on acceptable academic sources and computer-based production of a formal research paper.

The Fair Lawn High School Library supports the college application essay summer writing assignment ([www.fairlawnschools.org/summer](http://www.fairlawnschools.org/summer)) through a resource page: <http://flhs.org/flhslibrary/63-summer-reading/199-college-essay-writing>.