

**DARIEN PUBLIC SCHOOLS**  
**CURRICULUM GUIDE**

---

**English 10 – 400 Level**

**Approved by the Board of Education: April 13, 2004**

## **DARIEN PUBLIC SCHOOLS**

---

### **BOARD OF EDUCATION**

---

Mrs. Sallie S.E.A. Raleigh  
Mrs. Adele Conniff  
Mr. John V. Boulton  
Mrs. Mary F. Flynn  
Mr. James M. Plutte  
Mr. George A. Reilly  
Mrs. Ann Rickards  
Mrs. Clara Sartori  
Mrs. Kim Westcott

### **CURRICULUM GUIDE AUTHORS**

---

#### **Darien High School English Department members:**

Marcia J. Kleinman, Coordinator

Ann Armiger

Jessica Ginsberg

Suzanne MacLehose

Stephanie Nelson

Elizabeth Rubin

Lynda Sorensen\*

Ivan Crowther

Nancy Herman

Neil Matthews

Doug Paulsen

Melanie Sala

Amy Frontier\*

Francis Janosco

Kerry McKay

Matt Pavia

Marissa Smith

\*Denotes Curriculum Author/s

\*Amy Frontier

\*Lynda Sorensen

### **DATES**

Board of Education Approval: April 13, 2004

## TABLE OF CONTENTS

<b>PREFACE</b> .....	4
<b>SECTION I – Course Information</b>	
Statement of Philosophy.....	6
Program Goals.....	7
Overview.....	9
Essential Questions.....	10
Process Skills.....	11
Student Performance Summary.....	13
Grading Guidelines.....	14
<b>SECTION II – Units of Study</b>	
Summary of Units.....	16
Unit 1: Introduction to Lens and Ways of Seeing	
Unit 2: Exploring Literary Interpretations and Perspectives	
Unit 3: Interpreters of Literature	
Unit 4: Examining Metaphor and Storytelling Across Genres: Reading Poetry, Short Stories and other short works	
Unit 5: The Making of Contemporary Culture through Text	
Unit 6: Metaphorical Journeys : The Use of the Imaginary	
<b>SECTION III - Related Goals and Standards</b>	
Academic Expectations from Mission Statement.....	54
English 10-400 Goals.....	54
Darien Public Schools’ K-12 Curricular Language Arts Goals.....	55
The Connecticut Framework: K-12 Curricular Goals and Standards.....	57
Standards for the English Language Arts (sponsored by NCTE and IRA) .....	58
<b>SECTION IV – Learning Resources</b>	
Supplemental Resources.....	59

---

## PREFACE

---

This English Department curriculum guide is designed to articulate the content and context of this course within the English academic program. Its goal is to serve as a resource and instructional guide for teachers, as well as a document that describes the elements of the English academic program in the district. It is essential, in order to ensure the continued quality of the English program at Darien High School, that the curriculum template be seen as representative of the course and not complete in or of itself of the whole course curriculum. The Department's ability to add materials and to request new texts that will add dimension or depth and the teachers' ability to create new units of study based on research or resources they discover is crucial to the quality of study for students in the English program. The purpose of professional development workshops that teachers attend frequently, both in and out of the District, generate new ideas and opportunities for the curriculum. Selection for new texts is a collaborative process in the Department, and the inclusion of new titles is carefully considered in light of the curriculum's objectives. Although unit titles and essential questions might change as the course is evaluated from year to year, the instructional goals serve as the foundation of study for all students at this level. The dynamic nature of the English curriculum is one of its greatest strengths. Our goal in instructional design is to provide a combination of flexibility, cohesiveness, and integration in all of the course structures we offer as part of our program.

Since our program is skill-based, our instruction uses a variety of literature and activities to accomplish its goals. We have tried, however, to create curriculum guides that provide a consistency within their framework, so that students in one section of a course are learning common skills and experiencing similar assignments in reading, writing, research, and presentation.

Our goal in the development of the curriculum guide is to provide clear articulation that ensures the existence of consistency and the capacity for creativity in our approach to instruction.

---

## **SECTION I - Course Information**

---

English 10 400 is an honors level course designed for students who exhibit outstanding abilities and skills in English. Students apply for admission and are selected based upon multiple criteria outlined in the Darien High School Course Catalog. Students studying at this level are expected to read and discuss challenging literature and literary criticism, grapple with complex questions of both content and style, and pursue collaborative and independent research using multiple resources. Students will be expected to demonstrate an exceptional vocabulary and excellent skills in written and oral expression. Students participating in this course are expected to demonstrate a high level of proficiency in grammar and usage. Skill development in these areas will be addressed through a combination of direct instruction as needed and individual instruction within the context of each student's own reading, writing, and oral experiences.

## **STATEMENT OF PHILOSOPHY**

---

### **The Language Arts Philosophy**

Students communicate with the world around them through the use of language. Language is comprised of several components, primarily reading, writing, speaking, and listening. Language Arts is the instructional program that teaches these components as interdependent and interrelated parts of the communication process.

The aim of the Darien Public Schools' Language Arts Program is threefold: to help students become effective language users; to produce graduates who demonstrate their ability to think, read, write, speak, and listen proficiently; and to assist students in developing language fluency, not only in the school setting, but in the wider world.

Acquisition, development, and mastery of both basic and advanced language arts skills are continuous processes. Students attain higher levels of skill development in incremental stages. Measurable gains in language arts skills are realized when challenging language activities occur in meaningful contexts and through purposeful applications.

## **PROGRAM GOALS**

---

### **Language Arts Goals**

The overarching goal of the Darien Public Schools' Language Arts Program is to produce students capable of demonstrating the highest levels of communication proficiency and fluency in reading, writing, speaking, and listening.

#### **Basic Assumptions, Instructional Principles, and Teaching Strategies**

1. Students come to school with different levels of knowledge and skill upon which further learning will be based. While specific language skills are initially taught to all students through direct instruction, students acquire more sophisticated levels of communication through the integration of the four primary language arts components in a variety of interrelated and interdependent activities and experiences.
2. Skillful communication, however, is more than a working knowledge of the primary language arts components. It is the composite of all acquired skills, achieved through the proficient use of the reading, writing, speaking, and listening components.
3. When students are immersed in an atmosphere that supports a love of learning and engaged in topics that interest them, learning how to communicate skillfully occurs in a natural, integrated way.
4. Language arts learning is enhanced when students are provided with a language-rich environment and given opportunities to communicate in a variety of ways.
5. Language arts instruction must be embedded in all curriculum areas.
6. Excellent communication models for students are essential for continued growth at all grade levels. Models of appropriate student and professional writing and speaking provide examples for students to emulate; they also set challenging standards for students to meet.
7. A wide variety of high quality literature, both fiction and non-fiction, must be read.
8. Building upon students' existing knowledge on a topic is a fundamental means of engaging students in reading, writing, speaking, and listening. Drawing upon students' current base of knowledge by challenging them to analyze, anticipate, and predict information and themes found within their reading develops readers who come to understand and relate to what they read.
9. The most effective way to teach writing systematically is as a process: brainstorming, composing, conferring, revising, editing, and polishing for others to read.
10. The teaching of writing should focus on the process of writing as a means toward an end: developing clear, thoughtful, polished pieces of writing.
11. The development of strong, basic language skills (e.g. grammar, punctuation, phonics, vocabulary, and spelling) is an essential part of the language arts program. Skill development is best addressed by a combination of direct

- instruction and individual instruction within the context of each student's own reading and writing experiences.
12. Speaking and listening skills need to be addressed in all grade levels. Students need opportunities to speak confidently and proficiently in informal and formal settings appropriate to grade level; they need to become adept at listening for ideas and information, tone, and point of view.
  13. The effective use of technological resources is an important part of developing students' skills in research and communication.
  14. The Language Arts Program and its stated goals must be supported by all staff throughout the District. Regular communication among staff members and administration, as well as District support of appropriate ongoing staff development activities, is essential.

### **English 10 – Level 400 Goals**

The goals of the English 10 – Level 400 course echo those of the Darien Public Schools' Language Arts Program. At the same time, they are designed to prepare English 10-400 students for the Darien High School English courses to come. These goals are:

1. To explore the relationship between the text and the reader
2. To provide a literature curriculum that represents a blend of voices, both classical and contemporary
3. To read literature from various cultures and races and to learn more about these cultures and races through the interpretation of that literature
4. To explore the role of language and grammar in our lives and in the literature we read
5. To develop methods of inquiry for enjoying, studying, discussing, and writing about literature
6. To encourage close textual reading through multiple perspectives
7. To understand the role of language in the construction of point of view, imagery, metaphor, tone, irony, and satire
8. To explore the relationship between form and meaning as seen in a variety of narrative patterns and poetic forms
9. To explore how personal, social, historical, cultural, psychological, and aesthetic critical theories affect our interpretation of texts
10. To explore creative options for presentation such as the visual arts, drama, music, and multi-media technology in an effort to respect multiple intelligences in the classroom
11. To respond to written and visual texts through analytical, narrative, probative, and poetic writing
12. To value writing as an individual and collaborative process
13. To value individual interests in literature and to establish a reading culture by encouraging and requiring the reading of texts outside the classroom
14. To create a community of active and collaborate learners who respect and encourage each other as they engage in the work of the class.

## OVERVIEW

---

Reading, writing, and thinking skills are emphasized in English 10 – Level 400. In addition to exploring the role of language, tone, point of view, and narrative patterns in literature, students will read, respond to, and make aesthetic judgments about texts through multiple perspectives. The questions about literature, its role in our lives, and the theories of interpretation used to make meaning of it will form the intellectual framework of this course. Throughout the year, students will concentrate on literature, point of view, storytelling, and the ways in which we read. In addition, students will write creatively and analytically about texts, major themes, personal experiences and numerous other topics. Film, art, and other media also will be examined and connected to the major ideas raised by the texts studied.

Themes and topics that will be studied in this course include:

**TOPIC 1:** Perception, Lens, and Ways of Seeing; Literary Perspectives; Reader Response. Authors may include Oliver Sacks, HG Wells, Barbara Kingsolver, Leslie Marmon Silko, Doug Boyd, Mary Shelley, Grimm (Fairy tales), J.D. Salinger

**TOPIC 2:** Narrative Styles; Literary Techniques, Character Analysis, Development of Theme, Point of View, Irony. Authors may include Toni Morrison, John Gardner, Shakespeare, Jose Saramago, Italo Calvino, .

**TOPIC 3 Examining Genre:** Short Stories, Poetry, and other short works; essays, art film, plays. Authors may include Shakespeare, Ntozake Shange; Ray Bradbury, Pagan Kennedy, Ricardo Pau-Llosa, Stuart Dybek, Dino Buzzati; E.B. White, Julia Alvarez, Beth Henley, Barbara Kingsolver, Kurt Vonnegut, Elizabeth Bishop, Richard Brautigan, Naomi Shihab Nye, Rita Dove, Billy Collins, Mary Oliver, Amiri Baraka, Sekou Sundaita

**TOPIC 4: Language: Power and Play;** Studying a Writer: An Independent Study -- Final Project. Authors may include Sandra Cisneros, Richard Brautigan, Julia Alvarez as well as the individual authors chosen by the students for their independent project.

In addition to reading primary texts, students will engage in frequent outside reading. The instructor will organize regular outside reading groups and discussions, and students will generally read at least 2-3 outside reading books per quarter. As communicators, students will prepare and give presentations on a regular basis, both individually and in small groups. As writers in this course, students will be expected to compose at least 3 essays of moderate length per semester, watch at least one film connected closely with a particular work, and complete a midterm and final examination.

## **ESSENTIAL QUESTIONS**

---

In this course, some of the essential questions that students will explore include:

1. What affects the way we see and interpret the world?
2. How does narrative voice create meaning?
3. What is the relationship between a text and its reader?
4. What is the role of language in our lives?
5. What is the relationship between form and meaning?
6. How do personal, social, historical, cultural, psychological, and aesthetic theories affect our interpretation of literature and the world?

**\*PLEASE NOTE: IN THE DESCRIPTION OF THE SEVEN INDIVIDUAL UNITS THAT COMPRISE THE TOPICS OF STUDY, A NUMBER OF ESSENTIAL QUESTIONS ARE REPEATED BECAUSE THEY OVERLAP.**

## PROCESS SKILLS

---

In this course, students will engage in the following process skills:

### READING

Students will learn to *decode, comprehend, analyze, and appreciate* texts and various print resources.

*Students will engage in the following reading strategies:*

- Read materials and literature of varying complexity
- Vary reading strategies for expository essays and articles
- Interpret material at different levels of meanings
- Make connections between texts, recognizing similarities and contrasting themes.

*Student responses will demonstrate that a student:*

- Makes generalizations and draws conclusions from readings
- Supports arguments or opinions by reference to evidence in the text
- Compares, contrasts, and / or integrates information from different print and visual sources
- Reads and views printed and visual texts on an issue, noting the range of viewpoints and evaluating some of the arguments
- Identifies main and supporting arguments and opposing points of view in text
- Identifies and comments on the impact of techniques intended to shape viewers' interpretations of and reactions to visual texts
- Comments on the cohesiveness of the text as a whole
- Writes critical analysis of reading material
- Identifies points of view and tone
- Understands the role of metaphor and symbolic elements in texts and their function in the text as a whole.

*Student interests and attitudes will reveal that a student:*

- Reads literature with an awareness of the roles of language and point of view

### WRITING

Students will write in a variety of forms, both creatively and analytically. They will also work to write clearly and focus on *writing and language mechanics*.

*The student writer in this course:*

- Utilizes a variety of sentence forms

- Uses appropriate punctuation and grammatical structures
- Uses word processing for composing, editing, and revising
- Uses library resources for writing in research
- Writes paragraphs to develop logical sequence of ideas
- Recognizes and utilizes writing process strategies for generating ideas, developing text, and revising
- Consults available sources to improve or enhance writing.

*Student writing shows:*

- A variety of writing forms: expository essays, narrative, journals, imaginative writing (poems, short stories, etc.) both literary and non-literary essays
- Appropriate use of active and passive voice
- A range of vocabulary and grammatical structures.
- Appropriate use of grammar and punctuation

*The student writing:*

- Makes appropriate use of narrative and other forms of writing
- Uses language to develop thinking.

### **ORAL LANGUAGE, VISUAL, AUDITORY, RESEARCH, AND OTHER SKILLS**

Students will regularly work on *their speaking, listening, viewing, studying, reasoning and reflecting* skills as they engage in classroom discussions, prepare assignments and conduct research, and participate in classroom activities. Students will frequently read, study, and present *using technology* (i.e. Internet, Power Point). Students will frequently *work independently and collaboratively* during class discussions, projects, presentations, and while writing and revising essays and other written work. Students will *study and appreciate art, music, drama, and film* as a way to understand perspective and point of view. They will explore the connections and contrasts between written, oral, and visual *texts*. For instance, students might both read and view Mary Shelley's *Frankenstein* to explore how each medium portrays a story and the effect of that medium on our understanding of a text. When preparing for projects and presentations, students will *invent, design, and create*, and once students present their work to the class, they may choose to *perform* as part of their final presentation.

*The student communicator and researcher in this course:*

- Asks interview questions that are relevant
- Helps others to put forward ideas
- Asks speaker for background information
- Dramatizes scenes from complex stories showing understanding of dramatic structure
- Role plays / improvises shaped scenes showing understanding of dramatic structure
- Talks or writes about the issues / questions of a story that has been heard
- Integrates visual or other materials to illustrate ideas
- Asks interview questions designed to elicit extended responses
- Reacts to inappropriate choice of words

- Uses new words spontaneously
- Self-corrects to remove effects upon audience of poor word choice
- Comments on some of the ways in which spoken language differs from written language (e.g., repetitions, colloquialism, slang, emphasis, incomplete utterances)
- Comments on bias or point of view in spoken language

## **STUDENT PERFORMANCE SUMMARY**

---

As **readers**, English 10 – Level 400 Students will exhibit their understanding and proficiency through the following:

- Tests and Quizzes on text plot and vocabulary
- Discussion on primary text understanding and interpretation
- Discussion on secondary source understanding and interpretation

As **writers**, English 10 – Level 400 Students will exhibit their understanding and proficiency through the following:

- Analytical Essay (literary and non-literary)
- Creative Writing
- Journal Responses

As **oral communicators**, English 10 – Level 400 Students will exhibit their understanding and proficiency through the following:

- Oral Presentation with Visuals (story board, overhead transparencies, Power Point, Internet sites, etc.) based on research
- Participation in Debate, Small, and Large Group Discussion

## **GRADING GUIDELINES**

---

Evaluation of the students' work in this course will be based on the following:

- 1) Complete and thorough writing of journal response pieces
- 2) Self-assessment, group assessment, and teacher assessment of papers, class and small group discussions, editing sessions, dramatic readings, tests, quizzes, and visual presentations
- 3) Participation in class and small group discussions
- 4) Teacher assessment of mid-year and final examination work.

<b><u>Assessment</u></b>	<b><u>Expectations of Students</u></b>	<b><u>% of Report Card Grade*</u></b>
Homework	All homework complete and thorough	10%
Tests and Quizzes	All tests and quizzes complete	30%
Writing (Essays, Journal Responses)	All writing complete and thorough	30%
Presentations and Projects	All projects complete)	20%
Class Participation	Frequent and Engaged Participation	10%
Mid-Year Exams and Final Exams will be factored in after each quarter grade has been determined. Quarter grades count for 40% of a student's semester grade, whereas examination grades count for 20% of a student's final semester grade:		
Mid-Year Exams	Mid-Year exam complete	20%
Final Exams	Final Exam complete	20%

While completed work, quizzes, tests, and examinations reflect student performance to an extent, student work quality is the defining factor in a student's final grade.

Note: These percentages may change to reflect types of assignments given in different quarters and emphasis placed on various tasks. Students will be given weights for assignments at the beginning of the quarter.

## SECTION II – Units of Study

---

<b>Listed below are the four major topics of study in the course.</b>	<b>Suggested Duration of Study</b>
Topic 1: Introduction to Lens: Ways of Seeing, Literary Perspectives	10 weeks
Topic 2 Narrative Styles; Literary Techniques,	10 weeks
Topic 3: Examining Genre: Short stories; Poetry, Essays, Plays, Art, Film	10 weeks
Topic 4: Language: Power and Play: Independent Author Project	10 weeks

Within the four major topics, students will explore the following units that we have designated for the purposes of the template structure. Although we have represented them as discrete units in order to address the template structure, the units are more fluid and integrated in the actual instructional environment. They are designed to address the four *topics* of study listed earlier and listed above. At this level of study, these units are theory-based, rather than theme-based. Also, since the English Department continually evaluates the curriculum of courses and curriculum development is an ongoing process, these units may be changed and modified as new materials are integrated to improve instruction. It is critical for the first unit to be studied at the beginning of the year since it establishes the philosophical underpinnings of the course, and it is important for the last unit, the independent study, to end the year. Units two through six do not need to be taught sequentially; they are interchangeable.

## **SUMMARY OF UNITS**

---

**Unit 1: Introduction to Lens and Ways of Seeing**

**Unit 2: Exploring Literary Interpretations and Perspectives**

**Unit 3: Readers as Interpreters of Literature**

**Unit 4: Examining Metaphor and Storytelling Across Genres: Reading Poetry, Short Stories and other short works**

**Unit 5: The Making of Contemporary Culture through Text**

**Unit 6: Metaphorical Journeys : The Use of the Imaginary**

**Unit 7: Independent Author Study**

**UNIT I: INTRODUCTION TO LENS AND WAYS OF SEEING**

This unit establishes the foundation for the course. Its primary focus is on lens and voice in literature and how these elements affect and inform the experience of a text.

Introduction to Lens and Ways of Seeing opens the course so that students can begin to explore various perspectives through which literary works can be analyzed and evaluated. We use the word “lens” deliberately because it is the framework through which literature is both written and read. Lens is a term used to define ways of perceiving. In this unit students begin to look at defining lens and exploring, analytically and critically, various perspectives through which literature is experienced. When examining the "lens" through which we view ourselves, others, and the world, we are really examining the elements that clarify, alter, or enhance our perspectives. Applied to the study of literature, students’ exploration of the author's/character's lens permits a deeper exploration of both text and sub-text, of the role of artistic structure and of contexts in which texts can be understood. Among those lenses explored in the course are the following:

- Aesthetic
- Historical
- Cultural
- Psychological
- Race and Ethnicity
- Youth and Adult
- Sociological
- Mass Media
- Reader Response

In this unit, students also examine the role of “voice” in literature. “Voice” is the unique and singular way a character/narrator relates to us the story, the feelings, and the interactions in the text. This voice is naturally influenced by language, time, belief, and the important life experiences described in the text.

## **ESSENTIAL QUESTIONS**

How do personal, social, historical, cultural, psychological, and aesthetic theories affect our interpretation of literature and the world?

How do lens and voice affect the way we see and interpret the world?

## **CONTENT KNOWLEDGE OBJECTIVES**

---

Students will gain knowledge and initial understanding of voice and lens by:

- recognizing their own personal lens and voice through their response to personal narratives, literary texts, art, and film
- identifying voice and lens in various contexts
- examining language as the root of understanding voice and lens
- relating the concept of voice and lens to the reading and writing process.

Students will gain and develop an interpretation of lens and voice by:

- analyzing how voice and lens influence interpretation
- analyzing how theories of interpretation affect the meaning we make of texts.

Students will be able to make connections, synthesize, and extrapolate by:

- creating original narratives that effectively communicate voice and lens
- responding orally and in writing to a variety of texts
- developing a critical stance toward voice and lens in the texts they read
- connecting their own personal interpretations with critical/analytical interpretations.

Students will be able to evaluate, judge, order, and take a critical stance by:

- evaluating both personal and literary texts through a deep understanding of voice and lens
- judging the role of language in the creation of voice and lens
- communicating to themselves and each other the purpose and effect of voice and lens.

## **VOCABULARY**

---

**Key vocabulary, terminology, and objective information for this unit include:**

**Terminology: Lens, Perspective, Point of View**

**Other vocabulary is drawn from the individual texts and materials under study.**

## **ACTIVITIES**

---

In this unit, students will engage in a variety of activities. In order to gain *initial understanding*, students will read excerpts from Oliver Sacks' *The Island of the Colorblind* and pertinent background information on the text and author. Students will also read a variety of short stories and articles. To *develop an interpretation*, students will study, examine, and discuss their questions, responses, and general interpretation of the texts. Students will engage in small group discussions, whole class discussions, and debates in order to *make connections* between the text, their understanding of themes and ideas, and their own lives. To further develop their own understanding of and connection to the texts and their ideas, students will write creative pieces and research thematic connections on the Internet. In order to *take a critical stance*, students will read multiple secondary, critical resources and writings on the concept of lens, write extensive journal responses, compose an analytical essay, and participate in revision and peer editing sessions. Other activities in this unit may include viewing a documentary on Oliver Sacks' travels to 'The Island of the Colorblind', viewing collage artists' work, preparing an artistic rendering of a text to present an interpretation visually, and completing in-class writing assignments.

## **PERFORMANCE ASSESSMENT**

---

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on text plot and vocabulary
- Discussion on primary text understanding and interpretation
- Discussion on secondary source understanding and interpretation
- Participation in Debate and Group Discussion
- Journal Responses
- Analytical Essay
- Creative Writing

Students will take reading quizzes on the texts' plot in order to assure their depth of reading and understanding. Reading quizzes will be evaluated based upon accuracy. Students will also be assessed based upon regular and thoughtful participation in discussions. Student participation grades will be based upon level or engagement, thoughtful and regular contribution, and level or preparedness. Students will also complete journal responses on the texts read (specific topics may include a response to critical questions, important quotes, thematic ideas, character development, and relationships.) Journal responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. In addition to journal responses, students will also be assessed based on an analytical essay. Students will complete this essay employing process writing, whereby they will complete drafts

and self-assess and peer-assess using the same rubric the instructor will use to assess their final essay. Student performance will be assessed based upon clarity and complexity of thesis, supporting evidence and discussion, seamless integration of quotations, overall depth of thought, relevance of references and quotations, introduction and conclusion, essay structure, clarity of language, grammatical correctness, and appropriate title. Finally, students will develop creatively written pieces to demonstrate their understanding of language and to make connections between the unit themes and their own thoughts. Some of the ways creative writing pieces will be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of narrator's point of view, effective conclusion, and grammatical correctness.

## **CAREER AWARENESS**

---

Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will be proficient in preparing and giving presentations as well as reviewing text and film in a discussion or written format.

## **CORE TEXT FOR STUDENTS**

---

Oliver Sacks: *The Island of the Colorblind*. Excerpts include: “Preface”, “Island Hopping”, “Pingelap”, and “Pohnpei”

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

### **Print Resources**

HG Wells: “The Country of the Blind”

*Time Out New York Magazine*: “Brainstorm”

*The New York Times*: “Periodic Tables”, “Pteridology 101”

Barbara Kingsolver: “Small Wonder”

*The New York Times*: “Catskill Bear”

*Discover Magazine*: “Beauty Secret”, “Say Cheese”, “Artificial Vision”, “Blindsight”

*The New York Times*: “Violent Sounds”, “The Mind’s Eye”

“The Humanities: Experience and Interpretation” article

Summer Reading Texts:

Michael Dorris: *Yellow Raft in Blue Water*

Ernest Gaines: *A Lesson Before Dying*

### **Film Resources**

Face video

*The Island of the Colorblind* video

### **Audio Resources**

Bob Dylan: “The Hurricane”

### **Internet Resources**

There are a vast number of Internet sites, which assist students in their understanding of this unit. Students research and find appropriate sites individually.

## **MATERIALS AND SUPPLIES**

---

Copies of text excerpts  
Xeroxed Copies of Secondary Resources, Assignments, Tests, and Quizzes  
Copy of “Face” and “The Island of the Colorblind” videos  
CD copy of “The Hurricane” song  
Whiteboard, Markers  
Television  
VCR  
CD Player  
Paper  
Pen or Pencil

## **INTEGRATED TECHNOLOGY**

---

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

**The Technology Lab** may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings for project work, display area for student project work, special events center.

## **UNIT 2**

---

### **Exploring Literary Interpretations and Perspectives**

#### **ESSENTIAL QUESTIONS**

---

How do personal, social, historical, cultural, psychological, critical, and aesthetic theories affect our interpretation of literature?

How do the elements of literary style affect a critical interpretation of text?

What is the culture of literary criticism?

What is the relationship of the student's critical analysis to professional critical analysis?

#### **CONTENT KNOWLEDGE OBJECTIVES**

---

**Students will gain knowledge and initial understanding of literary perspective by:**

- recognizing the various elements that comprise a literary style
- identifying the relationship of that literary style to voice and lens
- developing their ability to analyze a text critically
- relating their own critical voice and lens to the voice and lens of professional literary critics.

**Students will gain and develop an analysis of literary interpretation by:**

- analyzing how the style of a text affects our critical stance
- analyzing their own style of criticism
- analyzing the similarities and differences among different types of literary criticism and perspective.

**Students will be able to make connections, synthesize, and extrapolate by:**

- applying professional literary criticism to their own critical analysis
- extrapolating the author's intent in a text
- synthesizing the author's intent with their own reader response and the voice of professional literary critics.

**Students will be able to evaluate, judge, order, and take a critical stance by:**

- composing a critical analytical essay.

---

---

**VOCABULARY**

---

---

**Key vocabulary, terminology, and objective information for this unit include:**

Narration

Voice

Text Structure

Literary Perspective

Lens / Point of View: Biographical, Historical, Psychological, Moral / Ethical, Scientific, Feminist, Reader-Response

Setting

The Use of Language

Creation and Creator

The Insider versus the Outsider in a Text

Prejudice

Perception

Storytelling

Exploring Film Versus Text

**Other vocabulary will be drawn from the individual texts and materials under study.**

---

---

**ACTIVITIES**

---

---

In this unit, students will engage in a variety of activities. In order to gain *initial understanding*, students will read the entire text of *Frankenstein* and pertinent background information on the text and author. To *develop an interpretation*, students will study, examine, and discuss their questions, responses, and general interpretation of the text. Students will engage in small group discussions, whole class discussions, and

debates in order to *make connections* between the text, their understanding of themes and ideas, and their own lives. To further develop their own understanding of and connection to the text and its ideas, students will write creative pieces, research modern connections in the library and on the Internet, and prepare oral and visual presentations in small groups. In order to *take a critical stance*, students will read multiple secondary, critical resources and writings on the text of *Frankenstein*, write extensive journal responses and an analytical essay, and present their views and findings to the class. Other activities in this unit may include watching the 1931 film version of *Frankenstein* and raising questions, analyzing, writing about, and discussing the filmmaker's story and technique, preparing an artistic rendering of the text to present an interpretation visually, discussing the text utilizing Daedalus technology, and completing in-class writing assignments.

Part of this unit may include an examination of fairy tales, their contemporary and cultural revisions, the interpretive theories that have been applied to them, and how these theories affect their meaning. A recommended project for the fairy tale unit might be the development of an original fairy tale or the rewriting of a traditional one. Students will work in groups, choose a lens through which to create the fairy tale and a medium for its presentation: text with illustrations, video, slides, or puppets.

## **PERFORMANCE ASSESSMENT**

---

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on text plot and vocabulary
- Journal Responses
- Creative Writing
- Analytical Essay
- Oral Presentation with Visuals (story board, overhead transparencies, Power Point, Internet sites, etc.) based on research
- Discussion on primary text understanding and interpretation
- Discussion on secondary source understanding and interpretation
- Participation in Debate and Group Discussion

Students will take reading quizzes on the text's plot in order to assure their depth of reading and understanding. In addition, students will study the text's extensive vocabulary, formulate definitive sentences to link vocabulary to modern situations, and take vocabulary quizzes. Both reading and vocabulary quizzes will be evaluated based upon accuracy. Students will also complete journal responses on the text (specific topics may include a response to critical questions, important quotes, character development or relationships, and creative emulation pieces.) Journal responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific

evidence and examples. Students will develop creatively written pieces to demonstrate their understanding of language and to make connections between the unit themes and their own thoughts. Some of the ways creative writing pieces will be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of narrator's point of view, effective conclusion, and grammatical correctness. In addition, students will also be assessed based on a major analytical essay. Students will complete this essay employing process writing, whereby they will complete drafts and self-assess and peer-assess using the same rubric the instructor will use to assess their final essay. Student performance will also be assessed based upon an oral presentation. This presentation, prepared with a small group, will be evaluated based upon level of depth and seriousness, clear and thoughtful presentation of material and findings, inclusion of relevant and thought-provoking questions, level to which discussion of topic is grounded in text, integration of textual references, articles, or other media into presentation, clear and thoughtful presentation of conclusions, ability to engage and / or involve audience, relevant distribution of materials, clarity and effectiveness of introduction, overall presentation skills (eye contact, speaking voice, etc.), overall structure, organization, and clarity of presentation, clarity and effectiveness of conclusion, appropriate amount of time spent, and submission of notes / outline and source list. Students will also be assessed based upon regular and thoughtful participation in discussions and debates. Student participation grades will be based upon level of engagement, thoughtful and regular contribution, and level of preparedness.

## **CAREER AWARENESS**

---

Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will be proficient in preparing and giving presentations as well as reviewing text and film in a discussion or written format.

## **CORE TEXT FOR STUDENTS**

---

Mary Shelley: *Frankenstein*  
Grimm's: *Fairytales and other versions*

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

### **Print Resources**

“Introduction” (Diane Johnson)  
“A Critical History of Frankenstein”  
“The Bride of Frankenstein” (Miranda Seymour)

“The Spark of Frankenstein...” (Josie Glausiusz)  
“Abandonment and Lack of Proper Nurture Shape the Monster’s Nature” (Anne K. Mellor)  
“Mary Shelley and Frankenstein”  
“*Frankenstein* Explores the Destructive Potential of Science” (Elizabeth Nitchie)  
“Society Unfairly Associates Physical Deformity with Monstrosity” (Judith Halberstam)  
“The Monster Modeled on Milton’s Adam” (Christopher Small)  
“*Frankenstein*’s Exploitation of the Prometheus Myth” (M.K. Joseph)  
“How the Author Conceived the Basic Premise” (Mary Shelley)  
“Female Gothic” (Ellen Moers)  
“A Cultural Perspective on *Frankenstein*” (Lee E. Heller)  
“Monsters in the Garden: Mary Shelley and the Bourgeois Family” (Kate Ellis)  
“Frankenstein’s Self-Centeredness Leads Inevitably to Self-Destruction” (Arthur Paul Patterson)  
*The Uses of Enchantment*, selected chapters, (Bruno Bettelheim)  
*In a Different Voice*, selected chapters, (Carol Gilligan)  
*The Princess Bride* (William Goldman)  
“‘Cooped Up’: Feminine Domesticity in *Frankenstein*” (Johanna M. Smith)  
“Tampering in God’s Domain” (Timothy J. Madigan)  
“Victor and His Creation Struggle with Gender Identity” (William Patrick Day)  
“Fire and Ice in Frankenstein” (Andrew Griffin)  
*A Vindication of the Rights of Woman* (1792) (Mary Wollstonecraft)  
“Shahn and Wyeth” biographical information

Versions of fairytales

### **Film Resources**

*Frankenstein* (1931 film version.)

### **Visual Resources**

“The Passion of Sacco and Vanzetti” painting (Ben Shahn)

### **Internet Resources**

[www.english.upenn.edu/~afilreis/88/sacvan](http://www.english.upenn.edu/~afilreis/88/sacvan)

In addition to the above, there are a vast number of additional Internet sites that assist students in their understanding of this unit. Students research and find appropriate sites individually or in small groups.

## **MATERIALS AND SUPPLIES**

---

Copies of *Frankenstein\_text*

Copies of fairytales

Xeroxed Copies of Secondary Resources, Assignments, Tests, and Quizzes

1931 Videotaped Film Version of *Frankenstein*  
Whiteboard, Markers  
Television  
VCR  
Video Projection System  
Paper  
Pen or Pencil

---

---

## **INTEGRATED TECHNOLOGY**

---

---

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, research text and background information on the Internet, work in pairs on assignments and research, and prepare materials for presentations (i.e. Power Points, outlines, fact sheets, etc.) Students may also use the computer lab to engage in real-time as well as newsgroup conversation on the text if Daedalus software is installed in labs.

**The Technology Lab** will be used to allow students to view the 1931 film version of Frankenstein and respond on computer immediately after viewing parts of the film. Students will also use the lab to present research using Power Point, audio and visual representations of the text, and their own outlines and preparatory work on the large screen. Students will be able to write and respond to presentations using the computers available in the lab.

**The Learning Connections Center** may be used for individual and group teacher/student conference, small, student group meetings. The center provides a useful space for students engaged in the Frankenstein project as well as the fairytale project in this unit.

## **UNIT 3**

---

---

### **Interpreters of Literature**

#### **ESSENTIAL QUESTIONS**

---

---

How do personal, social, historical, cultural, psychological, and aesthetic theories affect our interpretation of literature and the world?

How do we as readers create meaning? How does our contemporary cultural context affect the meaning we create?

How does the culture of literary criticism reflect our contemporary social culture?

---

---

#### **CONTENT KNOWLEDGE OBJECTIVES**

---

---

**Students will gain knowledge and initial understanding by:**

- recognizing the socio-cultural context for literary criticism
- identifying the theories of interpretation that have emerged from that social culture
- relating the critical theories and their social context to the meaning the readers create from the texts they experience

**Students will gain and develop an interpretation of the relationship between personal response, contemporary social culture, and literary criticism by:**

- analyzing the language of these three perspectives
- analyzing the influence each has on the other.

**Students will be able to make connections, synthesize, and extrapolate by:**

- evaluating the authenticity and effectiveness of culturally constructed criticism and meaning
- developing an understanding that the meaning of a text is socially constructed
- applying their understanding of the social construction of meaning to their own analysis of a text.

**Students will be able to evaluate, judge, order, and take a critical stance by:**

- evaluating the merit of their own critical lens by examining their own language and voice.

---

---

## **VOCABULARY**

---

---

**Key terminology, and objective information for this unit include:**

**Terminology:**

Lens, perspective, point of view, tone, voice, style, irony, reader-response, critical theories

**Other vocabulary will be drawn from the texts and materials under study**

---

---

## **ACTIVITIES**

---

---

In this unit, students will engage in a variety of activities. In order to gain *initial understanding*, students may read Toni Morrison’s *Sula* or *Song of Solomon*, the Old English, epic poem “Beowulf,” Shakespeare’s *Macbeth*, Italo Calvino’s *The Baron in the Trees*, and Jose Saramago’s allegory *The Tale of the Unknown Island*. Students will also read pertinent background information on the texts and authors as well as secondary sources. To *develop an interpretation*, students will study, examine, and discuss their questions, responses, and general interpretation of the texts. Students will engage in small group discussions, whole class discussions, role-playing activities, and debates in order to *make connections* between the text, their understanding of themes and ideas, and

their own lives. To further develop their own understanding of and connection to the text and its ideas, students will write creative pieces, research modern connections in the library and on the Internet, and prepare oral and visual presentations in small groups. In order to *take a critical stance*, students will read multiple secondary, critical resources and writings on the texts, write extensive journal responses and an analytical essay, and present their views and findings to the class. Other activities in this unit may include watching the film “Dead Poets Society” and raising questions, analyzing, writing about, and discussing the filmmaker’s story and technique.

## **PERFORMANCE ASSESSMENT**

---

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on text plot and vocabulary
- Journal Responses
- Analytical Essay
- Discussion on primary text understanding and interpretation
- Discussion on secondary source understanding and interpretation
- Participation in Debate and Group Discussion
- Creative Writing

Students will take reading quizzes on the texts’ plots in order to assure their depth of reading and understanding. In addition, students will study the texts’ vocabulary when appropriate, formulate definitive sentences to link vocabulary to modern situations, and take vocabulary quizzes. Both reading and vocabulary quizzes will be evaluated based upon accuracy. Students will also complete journal responses on the text (specific topics may include a response to critical questions, important quotes, character development or relationships, and creative emulation pieces.) Journal responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. In addition to journal responses, students will also be assessed based on an analytical essay. Students will complete this essay employing process writing, whereby they will complete drafts, self-assess, and peer-assess using the same rubric the instructor will use to assess their final essay. Students will also be assessed based upon regular and thoughtful participation in discussions. Student participation grades will be based upon level or engagement, thoughtful and regular contribution, and level or preparedness. Finally, students will develop creatively written pieces to demonstrate their understanding of language and to make connections between the unit themes and their own thoughts. Some of the ways creative writing pieces will be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of narrator’s point of view, effective conclusion, and grammatical correctness.

## **CAREER AWARENESS**

---

Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will be proficient in preparing and giving presentations as well as reviewing text and film in a discussion or written format.

## **CORE TEXT FOR STUDENTS**

---

The following primary texts may be used in this unit:

Toni Morrison: *Sula*

Toni Morrison: *Song of Solomon*

Barbara Kingsolver: *The Bean Trees*

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

### **Print Resources**

“The Tale of the Unknown Island” by Jose Saramago

### **Film Resources**

*Dead Poets Society*

Interviews with Toni Morrison

### **Internet Resources**

There are a vast number of Internet sites that assist students in their understanding of this unit. Students research and find appropriate sites individually or in small groups.

## **MATERIALS AND SUPPLIES**

---

Copies of primary texts

Xeroxed Copies of Secondary Resources, Assignments, Tests, and Quizzes

Videotaped copy of “Dead Poets Society”

Whiteboard, Markers

Television

VCR

Video Projection System

Paper

Pen or Pencil

## **INTEGRATED TECHNOLOGY**

---

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, research text and background information on the Internet, work in pairs on assignments and research, and prepare materials for presentations (i.e. Power Points, outlines, fact sheets, etc

**The Technology Lab** will be used to allow students to view the film “Dead Poets Society” and respond on computer immediately after viewing parts of the film. Students will also use the lab to present any research using Power Point, audio and visual representations of the text, and their own outlines and preparatory work on the large screen. Students will be able to write and respond to presentations using the computers available in the lab.

**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings for project work, display area for student project work, special events center.

## UNIT 4

---

### **Examining Metaphor and Storytelling Across Genres: Reading Poetry, Short Stories, and Other Short Works**

#### **ESSENTIAL QUESTIONS**

---

---

How do personal, social, historical, cultural, psychological, and aesthetic theories affect our interpretation of literature and the world?

What affects the way we see and interpret the world?

What is the role of language in our lives?

What is the relationship between form and meaning?

---

---

#### **CONTENT KNOWLEDGE OBJECTIVES**

---

---

**Students will gain knowledge and initial understanding of language by:**

- recognizing the power of language in various genres and oral discourse
- identifying the role of language in the creation of voice and lens
- relating the role of language in the development of various genres to its role in our critical and everyday discourse

**Students will gain and develop an interpretation of language by:**

- analyzing how language influences cultural and textual meaning
- analyzing the similarities and differences between textual language and social discourse
- analyzing the role of language in creating literary genre.

**Students will be able to make connections, synthesize, and extrapolate by:**

- recognizing that language is a social construction

- applying their understanding of language to the construction of text and the creation of meaning
- evaluating the role of language in the culture of the classroom and its intellectual and creative climate
- synthesizing the role of voice and lens in the construction of form and meaning.

**Students will be able to evaluate, judge, order, and take a critical stance by:**

- evaluating the importance of language in understanding voice and lens
- preparing themselves to be both critical and receptive listeners to the voices of the characters in the texts they read and to each other
- examining the language with which they respond to and communicate about the characters and themes they interpret.

---



---

## VOCABULARY

---



---

**Key vocabulary, terminology, and objective information for this unit include:**

**Terminology:**

Metaphor, personification, the nature and form of storytelling (written text, visual text, music, film) sudden fiction, vignette, various poetic techniques (line breaks, stanza, rhyme, rhythm, enjambment)

---



---

## ACTIVITIES

---



---

In this unit, students will engage in a variety of activities. In order to gain *initial understanding*, students will read a variety of short fiction, poetry, and view short films. As appropriate, students will read pertinent background information on the texts, authors, films, and filmmakers. To *develop an interpretation*, students will study, examine, and discuss their questions, responses, and general interpretation of the texts and films. Students will engage in small group discussions, whole class discussions, and debates in order to *make connections* between the text, their understanding of themes and ideas, and their own lives. To further develop their own understanding of and connection to the texts and its ideas, students will write and / or film creative pieces, research modern connections in the library and on the Internet, and prepare oral and visual presentations in small groups. In order to *take a critical stance*, students will write extensive journal responses, compose an analytical essay, and present their views and findings to the class. Other activities in this unit may include careful analysis of a short film, preparation of a short film or story, and creation of an artistic rendering of a text or film.

## **PERFORMANCE ASSESSMENT**

---

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on text plot and vocabulary
- Journal Responses
- Analytical, Narrative, Persuasive Essay
- Creative Writing and Filmmaking
- Participation in Debate and Group Discussion
- Discussion on primary text understanding and interpretation
- Discussion on secondary source understanding and interpretation

Students will take reading quizzes on the texts' plot in order to assure their depth of reading and understanding. Reading quizzes will be evaluated based upon accuracy. Students will also complete journal responses on the text (specific topics may include a response to critical questions, important quotes, character development or relationships, and creative emulation pieces.) Journal responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. In addition to journal responses, students will also be assessed based on an analytical essay. Students will complete this essay employing process writing, whereby they will complete drafts and self-assess and peer-assess using the same rubric the instructor will use to assess their final essay. Students will complete this essay employing process writing, whereby they will complete drafts and self-assess and peer-assess using the same rubric the instructor will use to assess their final essay. Student performance will be assessed based upon clarity and complexity of thesis, supporting evidence and discussion, seamless integration of quotations, overall depth of thought, relevance of references and quotations, introduction and conclusion, essay structure, clarity of language, grammatical correctness, appropriate title, and, as appropriate, bibliography. Students will develop creatively written pieces to demonstrate their understanding of language and to make connections between the unit themes and their own thoughts. Some of the ways creative writing pieces will be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of narrator's point of view, effective conclusion, and grammatical correctness. Students choosing to write and film a story will be assessed based upon the same creative writing rubric items, but students will also be evaluated based upon the appropriate use of film techniques discussed in class. Finally, students will be assessed based upon regular and thoughtful participation in discussions. Student participation grades will be based upon level or engagement, thoughtful and regular contribution, and level or preparedness.

## **CAREER AWARENESS**

---

Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will be proficient in preparing and giving presentations as well as reviewing text and film in a discussion or written format. Some students may also gain extensive knowledge on filmmaking and editing.

## **CORE TEXTS FOR STUDENTS**

---

The following texts may be included as part of this unit:

Buzzati, Dino. “The Falling Girl”  
Kennedy, Pagan. “The Monument”  
Bishop, Elizabeth. “The Monument”  
Pau-Llosa, Ricardo. “The Unlikely Origin of Metaphor”  
Dybek, Stuart. “Death of the Right Fielder”  
Vonnegut, Kurt. *A Perfect Day for Bananafish*  
Bradbury, Ray. “The Veldt”  
Morrison, Toni. “Recitatif”

A variety of contemporary as well as poets from the canon of American and world poets

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

### **Print Resources**

Selected vignettes and writings by Sandra Cisneros  
Selected poetry by Julia Alvarez  
White, E.B. “Once More to the Lake”  
Unknown author. “The Invaders”  
Selected Chinese Poetry

### **Film Resources**

Selected film shorts from *Subway Stories*  
Film version of *A Perfect Day for Bananafish*  
Other appropriate film shorts

### **Internet Resources**

There are a vast number of Internet sites that assist students in their understanding of this short fiction, poetry, and film. Students research and find appropriate sites individually or in small groups when necessary and appropriate.

## **MATERIALS AND SUPPLIES**

---

Copies of short stories and poems  
Xeroxed Copies of Secondary Resources, Assignments, Tests, and Quizzes  
Videotaped film shorts  
Whiteboard, Markers  
Television  
VCR  
Video Projection System  
Paper  
Pen or Pencil

## **INTEGRATED TECHNOLOGY**

---

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, research text and background information on the Internet, work in pairs on assignments and research, and prepare materials for presentations (films, outlines, scripts, etc.)

**The Technology Lab** will be used to allow students to view the videotaped film shorts and respond on computer immediately after viewing. Students will also use the lab to present projects and films, audio and visual representations of the texts, and their own outlines and preparatory work on the large screen. Students will be able to write and respond to presentations using the computers available in the lab.

**The Audio-Visual Room** will be used to allow students to check out video cameras and other technical resources necessary, to edit their own films, add audio, and to add special effects.

**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings for project work, display area for student project work, special events center.

## UNIT 5

---

### The Making of Contemporary Culture through Text

#### ESSENTIAL QUESTIONS

---

How do personal, social, historical, cultural, psychological, and aesthetic theories affect our interpretation of literature and the world?

What role does literature, journalism, film, art, music play in the way we see and interpret the world?

#### CONTENT KNOWLEDGE OBJECTIVES

---

**Students will gain knowledge and initial understanding of the languages of various media by:**

- recognizing the constructs of various media
- identifying how voice and lens are projected through those media
- relating the voice and lens of various media to the literary text.

**Students will gain and develop an ability to interpret the constructs of various media by:**

- analyzing and experiencing how the form of these media affect their meaning
- analyzing the similarities and differences between meaning portrayed through film, art, music and the meaning portrayed through written text
- analyzing how an artist's interpretation of a written literary text can affect the reader's own understanding of the text.

**Students will be able to make connections, synthesize, and extrapolate by:**

- developing and applying the criteria by which we evaluate different art forms
- recognizing the elements of composition in various art forms
- synthesizing the artist's (*filmmaker, musician, dancer, visual artist*) intent, our response to the art, the cultural context in which the art was created, and the criticism generated by the art

- creating an original piece that reflects their understanding of the composition of an art form as it communicates their own understanding.

**Students will be able to evaluate, judge, order, and take a critical stance by:**

- composing an analysis of a text and its reflection in various works of art such as film, music, dance, journalism, visual art.

---

---

## VOCABULARY

---

---

**Key vocabulary, terminology, and objective information for this unit include:**

**Terminology: media is the message, critical theories**

**Other vocabulary words will be drawn from the texts and materials under study.**

---

---

## ACTIVITIES

---

---

In this unit, students will engage in a variety of activities. In order to gain *initial understanding*, students will read the primary texts *In the Time of the Butterflies*. They will also read and study pertinent background information on the texts and authors as well as secondary literary resources such as poetry, short stories, and essays. To *develop an interpretation*, students will study, examine, and discuss their questions, responses, and general interpretation of the texts. Students will engage in small group discussions, whole class discussions, and debates in order to *make connections* between the text, their understanding of themes and ideas, and their own lives. To further develop their own understanding of and connection to the text and its ideas, students will write creative pieces, research modern connections in the library and on the Internet, and prepare oral and visual presentations in small groups. In order to *take a critical stance*, students will read multiple secondary, critical resources and writings on the texts, write extensive journal responses and an analytical essay, and present their views and findings to the class. Other activities in this unit may include preparing an artistic rendering of the text to present an interpretation visually, compiling a portfolio of writings, and completing an in-class essay.

---

---

## PERFORMANCE ASSESSMENT

---

---

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on text plot and vocabulary
- Journal Responses
- Analytical Essay
- Oral Presentation with Visuals (story board, overhead transparencies, Power Point, Internet sites, etc.) based on research
- Discussion on primary text understanding and interpretation
- Discussion on secondary source understanding and interpretation
- Participation in Debate and Group Discussion
- Creative Writing

Students will take reading quizzes on the texts' plots in order to assure their depth of reading and understanding. Reading quizzes will be evaluated based upon accuracy. Students will also complete journal responses on the text (specific topics may include a response to critical questions, important quotes, character development or relationships, and creative emulation pieces.) Journal responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. In addition to journal responses, students will be assessed based on in-class writings, portfolios, and a major analytical essay. Students will complete the analytical essay employing process writing, whereby they will complete drafts and self-assess and peer-assess using the same rubric the instructor will use to assess their final essay. Student performance will be assessed based upon clarity and complexity of thesis, supporting evidence and discussion, seamless integration of quotations, overall depth of thought, relevance of references and quotations, introduction and conclusion, essay structure, clarity of language, grammatical correctness, appropriate title, and, as appropriate, bibliography. Student performance will also be assessed based upon an oral presentation. This presentation, prepared with a small group, will be evaluated based upon level of depth and seriousness, clear and thoughtful presentation of material and findings, inclusion of relevant and thought-provoking questions, level to which discussion of topic is grounded in text, integration of textual references, articles, or other media into presentation, clear and thoughtful presentation of conclusions, ability to engage and / or involve audience, relevant distribution of materials, clarity and effectiveness of introduction, overall presentation skills (eye contact, speaking voice, etc.), overall structure, organization, and clarity of presentation, clarity and effectiveness of conclusion, appropriate amount of time spent, and submission of notes / outline and source list. Students will also be assessed based upon regular and thoughtful participation in discussions. Student participation grades will be based upon level or engagement, thoughtful and regular contribution, and level or preparedness. Students will also develop creatively written pieces to demonstrate their understanding of language and to make connections between the unit themes and their own thoughts. Some of the ways creative writing pieces will be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction,

clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of narrator’s point of view, effective conclusion, and grammatical correctness.

## **CAREER AWARENESS**

---

Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will be proficient in preparing and giving presentations as well as reviewing text and film in a discussion or written format.

## **CORE TEXT FOR STUDENTS**

---

Alvarez, Julia. *In the Time of the Butterflies*

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

### **Print/Film Resources**

*Woman Howling Creek* by Sandra Cisneros  
Short fiction and poetry excerpts by Sandra Cisneros  
Short fiction by J.D. Salinger  
Poetry excerpts by Julia Alvarez  
New York Times Essays  
Art work of Frida Kahlo, Diego Rivera, Mark Rothko, Georgia O’Keefe

### **Internet Resources**

There are a vast number of Internet sites that assist students in their understanding of this unit. Students research and find appropriate sites individually or in small groups.

## **MATERIALS AND SUPPLIES**

---

Copies of texts  
Xeroxed Copies of Secondary Resources, Assignments, Tests, and Quizzes  
Whiteboard, Markers  
Video Projection System

Paper  
Pen or Pencil

## **INTEGRATED TECHNOLOGY**

---

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, write in-class essays, draft and revise analytical essays, research text and background information on the Internet, work in pairs on assignments and research, and prepare materials for presentations (i.e. Power Points, outlines, fact sheets, etc.)

**The Technology Lab** will be used to allow students to present research using Power Point, audio and visual representations of the text, and their own outlines and preparatory work on the large screen. Students will be able to write and respond to presentations using the computers available in the lab.

**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings for project work, display area for student project work, special events center.

## UNIT 6

---

---

### Metaphorical Journeys : The Use of the Imaginary

#### ESSENTIAL QUESTIONS

---

---

How do personal, social, historical, cultural, psychological, and aesthetic theories affect our interpretation of literature and the world?

What is the role of the imaginary in both the composition and understanding of literary text?

What is the relationship between a text and its reader?

What is the relationship between form and meaning?

---

---

#### CONTENT KNOWLEDGE OBJECTIVES

---

---

**Students will gain knowledge and initial understanding of the imaginary by:**

- recognizing the various forms the imaginary can take (e.g. poem, *Slaughterhouse-Five*, etc.)
- identifying the elements of the imaginary within specific texts
- relating the use of the imaginary to the element of theme and characterization.

**Students will gain and develop an interpretation of lens and voice as portrayed in the imaginary by:**

- analyzing the language of the imaginary
- analyzing the form of the imaginary.

**Students will be able to make connections, synthesize, and extrapolate by:**

- connecting the subject of the imaginary and the intent of the author
- extrapolating the applicability of the text to the reader's socially constructed meaning.

- synthesizing the imaginary meaning as conveyed by the text to “real” world meaning through which we interpret

**Students will be able to evaluate, judge, order, and take a critical stance by:**

- analyzing critically the effectiveness of an imaginary text and its use of voice and lens
- composing an imaginary piece in which they apply their understanding of how meaning is created through the imaginary

---

---

## **VOCABULARY**

---

---

**Key vocabulary, terminology, and objective information for this unit include:**

**Terminology:**

Imaginary, voice, metaphor, culture shock, tone, the power of language

**Other vocabulary will be drawn from the texts and materials under study.**

---

---

## **ACTIVITIES**

---

---

In this unit, students will engage in a variety of activities. In order to gain *initial understanding*, students may read the primary texts *Slaughterhouse Five*, *In Watermelon Sugar*, *The Tempest*, *Twelfth Night*, and *Sula* as well as pertinent secondary sources and background information on the texts and authors. To *develop an interpretation*, students will study, examine, and discuss their questions, responses, and general interpretation of the texts. Students will engage in small group discussions, whole class discussions, and debates in order to *make connections* between the text, their understanding of themes and ideas, and their own lives. To further develop their own understanding of and connection to the text and its ideas, students will write creative pieces, research modern connections in the library and on the Internet, and prepare oral and visual presentations in small groups. In order to *take a critical stance*, students will read multiple secondary, critical resources and writings on the texts, write extensive journal responses and an analytical essay, and present their views and findings to the class. Other activities in this unit may include preparing an artistic rendering of the text(s) to present an interpretation visually and completing in-class writing assignments.

## **PERFORMANCE ASSESSMENT**

---

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on text plot and vocabulary
- Journal Responses
- Analytical Writing
- Oral Presentation / Student-Led Discussion
- Discussion on primary text understanding and interpretation
- Discussion on secondary source understanding and interpretation
- Participation in Debate and Group Discussion

Students will take reading quizzes and tests on the texts' plots in order to assure their depth of reading and understanding. Quizzes and tests will be evaluated based upon accuracy. Students will also complete journal responses on the texts (specific topics may include a response to critical questions, important quotes, character development or relationships, and creative emulation pieces.) Journal responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. In addition to journal responses, students will also be assessed based on analytical writing. The writing will be evaluated based upon clarity and complexity of thesis, supporting evidence and discussion, seamless integration of quotations, overall depth of thought, relevance of references and quotations, appropriate comparison between texts and ideas, effective introduction and conclusion, essay structure, clarity of language, grammatical correctness, appropriate title, and, as appropriate, bibliography. Students will also be assessed based upon regular and thoughtful participation in discussions. Student participation grades will be based upon level or engagement, thoughtful and regular contribution, and level or preparedness. Finally, student performance will be assessed based upon an oral presentation in which groups of students lead class discussion. This presentation will be evaluated based upon level of depth and seriousness, clear and thoughtful presentation of material and findings, inclusion of relevant and thought-provoking questions, level to which discussion of topic is grounded in text, integration of textual references, articles, or other media into presentation, clear and thoughtful presentation of conclusions, ability to engage and / or involve audience, relevant distribution of materials, clarity and effectiveness of introduction, overall presentation skills (eye contact, speaking voice, etc.), overall structure, organization, and clarity of presentation, clarity and effectiveness of conclusion, appropriate amount of time spent, and submission of notes / outline and source list.

## **CAREER AWARENESS**

---

Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will be proficient in preparing and giving presentations as well as reviewing text and film in a discussion or written format.

## **CORE TEXT FOR STUDENTS**

---

The following core texts may be used in this unit:

Brautigan, Richard: *In Watermelon Sugar*.

Morrison, Toni: *Sula*.

Shakespeare, William: *The Tempest* or *Twelfth Night*.

Vonnegut, Kurt: *Slaughterhouse Five*.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

### **Print Resources**

*Fresh Air Fiend* (excerpts) by Paul Theroux

“Questions of Travel” by Elizabeth Bishop

Contemporary Literary Criticism, Volume 60 (Vonnegut)

“Culture Shock” (Xeroxed article), partial excerpt from U.S. Army training guide

“Richard Brautigan” – *Contemporary Authors*

### **Internet Resources**

[www.duke.edu/~crh4/vonnegut/vonnegutia/chronology](http://www.duke.edu/~crh4/vonnegut/vonnegutia/chronology)

[www.vonnegut.com](http://www.vonnegut.com)

In addition to the above sites, there are a vast number of Internet sites that assist students in their understanding of this unit. Students research and find appropriate sites individually or in small groups.

## **MATERIALS AND SUPPLIES**

---

Copies of core texts

Xeroxed Copies of Secondary Resources, Assignments, Tests, and Quizzes

Whiteboard, Markers

Video Projection System

Paper

Pen or Pencil

## **INTEGRATED TECHNOLOGY**

---

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, compose in-class essays, research text and background information on the Internet, work in pairs and small groups on assignments and research, and prepare materials for presentations (i.e. Power Points, outlines, fact sheets, etc.)

**The Technology Lab** may be used to present research using Power Point, audio and visual representations of the text, and their own outlines and preparatory work on the large screen. Students will be able to write and respond to presentations / student-led discussions using the computers available in the lab.

**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings for project work, display area for student project work, special events center.

## UNIT 7

---

### Independent Author Study

#### ESSENTIAL QUESTIONS

---

How do personal, social, historical, cultural, psychological, and aesthetic theories affect our interpretation of literature and the world?

How does reading biography/autobiography/collected works/criticism affect the interpretation of individual?

What is the relationship between form and meaning?

---

#### CONTENT KNOWLEDGE OBJECTIVES

---

##### **Students will gain knowledge and initial understanding of an author by:**

- recognizing the various genres in which the author writes
- identifying the literary criticism that supports the texts by a particular author.

##### **Students will gain and develop an interpretation and analysis of an author by:**

- analyzing the value of biographical and autobiographical material in relationship to the reader's experience of the text
- analyzing the similarities and differences among the different types of texts generated by an author
- evaluating the value of the literary criticism supporting the author's work
- evaluating any art form based on the collected work of the author under consideration.

##### **Students will be able to make connections, synthesize, and extrapolate by:**

- applying their understanding of voice, lens, language, form, social construction of meaning to their exploration and inquiry of an author of their choice

**Students will be able to evaluate, judge, order, and take a critical stance by:**

- composing a variety of analytical and creative pieces that reflect their understanding of the collected works of an author.

---

---

## **VOCABULARY**

---

---

**Key vocabulary, terminology, and objective information for this unit include:**

**Terminology:** Lens, point of view, narration, voice

**Vocabulary:** Vocabulary will vary based upon individual student text selection.

---

---

## **ACTIVITIES**

---

---

In this unit, students will engage in a variety of activities. In order to gain *initial understanding*, students will read 600 pages of a single author's writing and research pertinent background information on the text and author. To *develop an interpretation*, students will study, examine, and discuss their questions, responses, and general interpretation of the text. Students will engage journal writing in order to *make connections* between the text, their understanding of themes and ideas, and their own lives. To further develop their own understanding of and connection to the text and its ideas, students will write creative pieces, research modern connections in the library and on the Internet, and prepare individual oral and visual presentations. In order to *take a critical stance*, students will read multiple secondary, critical resources and writings on the appropriate texts, write extensive journal responses, creative pieces, and an analytical essay, and present their views and findings to the class. Other activities in this unit may include viewing multi-media resources connected to the author selected, participating in small group discussions in order to share writing, and drafting and revision peer evaluation sessions.

---

---

## **PERFORMANCE ASSESSMENT**

---

---

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Participation and discussion with instructor
- Journal Responses
- Creative Writing

- Analytical Essay
- Oral Presentation

As this independent study unit asks students to delve into a single author in great depth, the final product results in a binder of work as well as an oral presentation to the class. As much of the work during this unit is completed independently, student performance leading up to the final project is assessed based upon participation, effort, and meetings with the instructor. Participation will be assessed based upon level of engagement, thoughtful and regular contribution to instructor-student discussions, and level of preparedness. At the conclusion of the unit, a final project binder is collected. As part of the final project binder, students will complete extensive journal responses on the text (specific topics may include a response to critical questions, important quotes, character development or relationships, and creative emulation pieces.) Journal responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. In addition to journal responses, student final projects will be assessed based on both creative writings and a major analytical essay. The creative writing pieces will be evaluated based upon: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of narrator's point of view, effective conclusion, and grammatical correctness. Students will also complete an analytical essay, to be assessed based upon clarity and complexity of thesis, supporting evidence and discussion, seamless integration of quotations, overall depth of thought, relevance of references and quotations, introduction and conclusion, essay structure, clarity of language, grammatical correctness, appropriate title, and, as appropriate, bibliography. Finally, student performance will be assessed based upon an oral presentation on the author studied. This presentation will be evaluated based upon level of depth and seriousness, clear and thoughtful presentation of research on author, inclusion of relevant and thought-provoking questions, level to which presentation is grounded in text, integration of textual references, articles, or other media into presentation, clear and thoughtful presentation of conclusions, ability to engage and / or involve audience, relevant distribution of materials, clarity and effectiveness of introduction, overall presentation skills (eye contact, speaking voice, etc.), overall structure, organization, and clarity of presentation, clarity and effectiveness of conclusion, appropriate amount of time spent, submission of notes / outline and source list, and appropriateness of costume and props.

## **CAREER AWARENESS**

---

Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career which involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will be proficient in preparing and giving presentations as well as reviewing text and film in a discussion or written format.

## **CORE TEXT FOR STUDENTS**

---

Varies depending upon student selection

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

### **Print Resources and Film Resources**

Varies depending upon student author selection

### **Internet Resources**

There are a vast number of Internet sites that assist students in their research and understanding of this unit. Students research and find appropriate sites individually.

## **MATERIALS AND SUPPLIES**

---

Copies of student-selected texts

Xeroxed Copies of Assignment

Paper

Pen or Pencil

## **INTEGRATED TECHNOLOGY**

---

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, research text and background information on the Internet, and prepare materials for presentations (i.e. Power Points, outlines, fact sheets, etc.)

**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings for project work, display area for student project work, and special events center.

**SECTION III - Goals and Standards**

---

## **RELATED GOALS and STANDARDS**

---

### **Academic Expectations from Mission Statement**

1. Read actively and critically for a variety of purposes.
2. Write effectively.
3. Listen actively and critically.
4. Access and evaluate multi-media and print information efficiently and critically.

### **English 10 – Level 400 Goals**

The goals of the English 10 – Level 400 course echo those of the Darien Public Schools' Language Arts Program. At the same time, they are designed to prepare English 10-400 students for the Darien High School English courses to come. These goals are:

1. To explore the relationship between the text and the reader
2. To read literature from various cultures and races and to learn more about these cultures and races through the interpretation of that literature
3. To explore the role of language and grammar in our lives and in the literature we read
4. To develop methods of inquiry for enjoying, studying, discussing, and writing about literature
5. To encourage close textual reading through multiple perspectives
6. To understand the role of language in the construction of point of view, imagery, metaphor, tone, irony, and satire
7. To explore the relationship between form and meaning as seen in a variety of narrative patterns and poetic forms
8. To explore how personal, social, historical, cultural, psychological, and aesthetic critical theories affect our interpretation of texts
9. To explore creative options for presentation such as the visual arts, drama, music, and multi-media technology in an effort to respect multiple intelligences in the classroom

10. To respond to written and visual texts through analytical, narrative, probative, and poetic writing
11. To value writing as an individual and collaborative process
12. To value individual interests in literature and to establish a reading culture by encouraging and requiring the reading of texts outside the classroom
13. To create a community of active and collaborate learners who respect and encourage each other as they engage in the work of the class.

### **Darien Public Schools' K-12 Curricular Language Arts Goals**

The overarching goal of the Darien Public Schools' Language Arts Program is to produce students capable of demonstrating the highest levels of communication proficiency and fluency in reading, writing, speaking, and listening.

#### Basic Assumptions, Instructional Principles, and Teaching Strategies

1. Students come to school with different levels of knowledge and skill upon which further learning will be based. While specific language skills are initially taught to all students through direct instruction, students acquire more sophisticated levels of communication through the integration of the four primary language arts components in a variety of interrelated and interdependent activities and experiences.
2. Skillful communication, however, is more than a working knowledge of the primary language arts components. It is the composite of all acquired skills, achieved through the proficient use of the reading, writing, speaking, and listening components.
3. When students are immersed in an atmosphere that supports a love of learning, and engaged in topics that interest them, learning how to communicate skillfully occurs in a natural, integrated way.
4. Language arts learning is enhanced when students are provided with a language-rich environment and given opportunities to communicate in a variety of ways.
5. Language arts instruction must be imbedded in all curriculum areas.
6. Excellent communication models for students are essential for continued growth at all grade levels. Models of appropriate student and professional writing and speaking provide examples for students to emulate; they also set challenging standards for students to meet.
7. A wide variety of high quality literature, both fiction and non-fiction, must be read.
8. Building upon students' existing knowledge on a topic is a fundamental means of engaging students in reading, writing, speaking, and listening. Drawing upon students' current base of knowledge by challenging them to analyze, anticipate, and predict information and themes found within their reading develops readers who come to understand and relate to what they read.

9. The most effective way to teach writing systematically is as a process: brainstorming, composing, conferring, revising, editing, and polishing for others to read.
10. The teaching of writing should focus on the process of writing as a means toward an end: developing clear, thoughtful, polished pieces of writing.
11. The development of strong, basic language skills (e.g. grammar, punctuation, phonics, vocabulary, and spelling) is an essential part of the language arts program. Skill development is best addressed by a combination of direction instruction and individual instruction within the context of each student's own reading and writing experiences.
12. Speaking and listening skills need to be addressed in all grade levels. Students need opportunities to speak confidently and proficiently in informal and formal settings appropriate to grade level; they need to become adept at listening for ideas and information, tone and point of view.
13. The effective use of technological resources is an important part of developing students' skills in research and communication.
14. The Language Arts Program and its stated goals must be supported by all staff throughout the District. Regular communication among staff members and administration, as well as District support of appropriate ongoing staff development activities, is essential.

### **The Connecticut Framework: K-12 Curricular Goals and Standards**

1. Reading and Responding. Students will read and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts.
2. Producing Texts. Students will produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.
3. Applying English Language Conventions. Students will apply the conventions of standard English in oral and written communication
4. Exploring and Responding to Texts. Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.

### **National Standards for the English Language Arts (sponsored by NCTE and IRA):**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students view film as a genre that makes literature visual and they explore the connections and contrasts between written and visual texts.
10. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

**SECTION IV – Learning Resources**

---

## SUPPLEMENTAL RESOURCES

---

The following is a list of primary and supplementary resources used in this course:

### Primary Print Resources

Oliver Sacks: *The Island of the Colorblind*

HG Wells: “The Country of the Blind”

Mary Shelley: *Frankenstein*

Leslie Marmon Silko: *Ceremony*

Robert Boyd: *Rolling Thunder*

John Gardner: *Grendel*

*Beowulf*

Jose Saramago: “The Tale of the Unknown Island”

Italo Calvino *The Baron in the Trees*

Selected Chinese Poetry

Julia Alvarez: *In the Time of the Butterflies*, selected poems

JD Salinger: *Catcher in the Rye*

Toni Morrison: *Sula*

Kurt Vonnegut: *Slaughterhouse Five*

Richard Brautigan: *In Watermelon Sugar*

A major Shakespearean tragedy or comedy (*Macbeth*, *The Tempest*, or *Twelfth Night*)

### Visual Art

Robert Rauschenberg, other collage artists

Ben Shahn: “The Trial of Sacco and Vanzetti”

### Film

*Frankenstein*; *Dead Poets Society*; *Twelfth Night*; *Face*; *Totorro*; *A Perfect Day for Bananafish*

### Expert Speakers

- Visiting Poets / Writers may come to read and discuss poetry and the writing process
- Spanish instructors and historians may come to lecture and discuss the culture of texts such as *House on Mango Street* or *In the Time of the Butterflies*
- Science instructors may be invited to speak about the science of seeing

### Field Trip Ideas

- Storm King Sculpture Garden as a means of further understanding point of view and lens
- New York City sites as a means of exploring J.D. Salinger’s use of setting in *Catcher in the Rye*
- New York City museums, galleries, and neighborhoods as a means of enhancing understanding of Chinese art and culture in conjunction with a study of Chinese poetry