

# Paulsboro Schools



## Curriculum

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**Literature and Humanities**

Grade **11-12**

January, 2011

\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: Sept 2012

# PAULSBORO SCHOOL DISTRICT

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# **Paulsboro Schools**

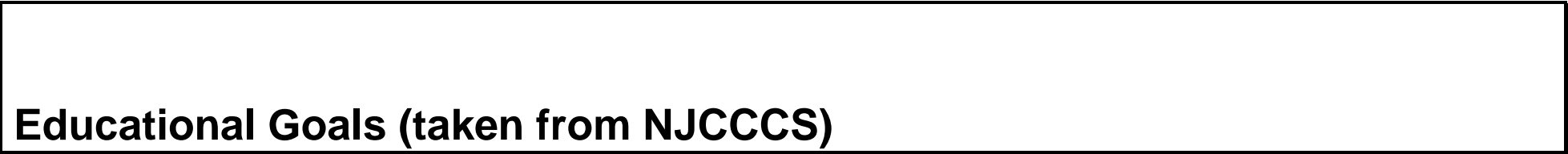
## Mission

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS



**Introduction/Philosophy:** Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21<sup>st</sup> century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking, and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking, strategizing, communicating, and acting democratically in the world.



## Educational Goals (taken from NJCCCS)

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>



## New Jersey State Department of Education Core Curriculum Content Standards

### A note about **English** Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for <CONTENT AREA> were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.nj.gov/education/aps/cccs/>

**Literature and Humanities**  
**Scope and Sequence - MAP**

<b>Quarter I</b>	
<p><b>Big Idea: Stereotypes and Prejudices</b>            Define both terms and learn how society has learned them and ways to change how we view the world.</p>	<p><b>Big Idea: Rwanda, Africa and Darfur, Sudan</b>            Learn about the geographic features, location, economy, lifestyles, hardships, and atrocities that have occurred in these regions.</p>
<p><b>Big Idea: Native Americans</b>            Learn about the geographic features, location, economy, lifestyles, hardships, and atrocities that have occurred in these different tribes.</p>	<p><b>Big Idea: Mexican Americans</b>            I. Learn about the geographic features, location, economy, lifestyles, hardships, and atrocities that have occurred in different cultures in South America and North America</p>
<b>Quarter II</b>	
<p><b>Big Idea: Holocaust</b>            Learn about the causes and effects of the Holocaust and how it could have been prevented.</p>	<p><b>Big Idea: African Americans</b>            Identify key people in the Civil Rights movement and how they have helped to change racism in America.</p>
<p><b>Big Idea: Armenians</b>            Define the term genocide, its causes and effects, and give examples of different groups of people who have experienced genocide</p>	<p><b>Big Idea: Irish Americans</b>            II. a. Learn about the geographic features, location, economy, lifestyles, hardships, and atrocities that have occurred in different cultures in Ireland throughout the country's history.</p>

**Quarter III**

Course meets 1<sup>st</sup> and 2<sup>nd</sup> quarters

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**Quarter IV**

**Course meets 1<sup>st</sup> and 2<sup>nd</sup> quarters.**

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Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> <b>11-12 Literature and Humanities</b>	<b>Big Idea: Racism and stereotype</b>	
		Topic: Racism and stereotype	
		<b>Overarching Goals:</b> (1) <b>These are the educational goals from page 4.</b>	
		<b>Goal 1: The student will be able to</b> define the terms racism and stereotype, research different times throughout history they have occurred, and explain how different groups of people have overcome both terms.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
<Enter # of blocks of instruction here.>	<p>1.1. &lt;Enter objectives here.&gt;</p> <p>The students will be able to define racism and stereotype.</p> <p>The students will be able to research and give a presentation to the class on racism/prejudice.</p> <p>The students will be able to analyze different types of prejudice in the world today.</p>	<ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b></p> <p><b>What are “human rights” and who determines them?</b></p> <p><b>How do we determine the role, power, and responsibility of men and women?</b></p> <p><b>How is power used and abused?</b></p> <p><b>How is the Holocaust portrayed in novel <u>Boy in the Striped Pajamas</u>?</b></p> <p><b>What is the purpose the author of <u>Night</u> is trying to make in his novel?</b></p> <p><b>Enduring Understandings:</b></p> <p><b>Students should understand how stereotypes and racism negatively affect many groups of people throughout history.</b></p> <p><b>Students should be able to explain how power of certain individuals has been used negatively throughout history.</b></p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b></p> <p>Read articles in workbook on different groups throughout history that have experienced racism/prejudice.</p> <p>Research projects.</p> <p>Presenting a current event every week to the class.</p> <p>Research a certain Native American tribe.</p> <p>Explain cause and effect of the Irish Potato Famine for the Irish people in the 1800s.</p> <p>Research genocide in Rwanda, Africa.</p>



<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Big Idea: Racism and stereotype</b>	
	<b>Subject/Grade Level:</b> <b>11-12 Literature and Humanities</b>	Topic: Racism and stereotype	
		<b>Overarching Goals:</b> (1) <b>These are the educational goals from page 4.</b>	
		<b>Goal 1: The student will be able to</b> define the terms racism and stereotype, research different times throughout history they have occurred, and explain how different groups of people have overcome both terms.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
		<p>Students will be able to explain human rights and how they have been taken away from certain groups of people for racial and religious reasons.</p> <p><b>Sample Conceptual Understandings:</b>  <b>Explain human rights and how they were created.</b>  <b>Define racism and stereotype and give examples throughout history.</b></p>	<p>Research genocide in Darfur, Sudan.  <b>Explain rise of Nazi power against Jewish people.</b>  <b>Learn about different ways Native Americans were stereotyped and prejudiced against.</b></p> <p><b>Assessment Models: ]</b>  Quizzes on novels  Quizzes on chapters in workbook  Graded on research projects  Graded on completion of review questions in workbook</p> <p><b>Additional Resources:</b>  <b>Workbook</b>  <b>Current events</b>  <b>Films</b>  <b>Shadow of Hate workbook and film</b>  <b>Novels <u>Night</u> and <u>Boy in the Striped Pajamas</u></b></p>

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			<b>Library Librarian</b>



Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> <b>11-12 Literature and Humanities</b>	<b>Big Idea:</b> Racism and stereotypes in different cultures such as Mexican Americans, Irish Americans, Armenians, Native Americans, African Americans, and Jewish people	
		Topic: Learning about different groups of people and their experiences with racism and prejudice.	
		<b>Overarching Goals:</b> (1) These are the educational goals from page 4.	
		Goal 2: The student will be able to read articles on different cultures and explain various hardships they have faced, they will watch films on different cultures, and they will research different cultures to teach the class about racism/prejudice/genocide.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
<Enter # of blocks of instruction here.>	<p>The students will be able to read articles on different cultures and complete review questions.</p> <p>The students will be able to give an oral presentation on a group we haven't studied and explain how they have dealt with racism/prejudice.</p> <p>The students will be able to watch films and explain how different cultures have experienced genocide.</p>	<ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b>  What is genocide?  How did various ethnic groups get the "labels" people put upon them?  How did some cultures overcome adversity and make their group stronger?  What is "civilized" mean and who decides?</p> <p><b>Enduring Understandings:</b>  Students should understand what civilized means and who decides this.  Students should be able to explain what a "label" is and how they negatively affect certain groups of people.</p>	<p><b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b>  Read articles about different cultures  Complete review questions on articles  Oral presentations about different cultures  Research projects on different cultures  Read articles in book <u>Shadows of Hate</u> and answer review questions.</p> <p><b>Assessment Models:</b>  Quizzes on articles we read aloud in class</p>

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		<b>Overarching Goals:</b> (1) These are the educational goals from page 4.	
		<b>Goal 2:</b> The student will be able to read articles on different cultures and explain various hardships they have faced, they will watch films on different cultures, and they will research different cultures to teach the class about racism/prejudice/genocide.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
		<b>Sample Conceptual Understandings:</b> <b>Genocide</b> <b>Labels</b> <b>Learning about different cultures today and throughout history.</b>	Graded on oral presentations Graded on completion of review questions  <b>Additional Resources:</b> Articles Films Computers Workbook Library Book <u>Shadows of Hate</u> .



Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> <b>11-12 Literature and Humanities</b>	<b>Big Idea: Holocaust</b>	
		Topic: Causes and effects of the Holocaust found in film, articles, and novels.	
		<b>Overarching Goals:</b> (1) <b>These are the educational goals from page 4.</b>	
		<b>Goal 3: The student will be able to</b> identify the causes and effects of the Holocaust by researching the topic, reading novels, and watching films	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
<Enter # of blocks of instruction here.>	<p>The students will be able to define the term Holocaust.</p> <p>The students will be able to analyze the causes and effects of the Holocaust.</p> <p>The students will be able to read a novel and explain how it describes the Holocaust.</p> <p>The students will be able to define various terms pertaining to the Holocaust.</p> <p>The students will be able to research a variety of people who took part in the Holocaust.</p>	<ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b>  <b>What was the holocaust?</b>  <b>Is there any proof the Holocaust really existed?</b>  <b>Who is to blame for the holocaust?</b></p> <p><b>Enduring Understandings:</b>  <b>Students should understand when and where the Holocaust began.</b>  <b>Students should be able to explain daily life in the concentration camps.</b>  <b>Students will be able to describe how people were chosen to be sent to the concentration camps.</b></p> <p><b>Sample Conceptual Understandings:</b>  <b>Describe a concentration camp</b>  <b>Define the term Holocaust</b></p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b>  Read articles  Oral presentations  Create visual aids  Group discussion about who is to blame for the Holocaust  Read novels  Web quests  Read articles and answer review questions.</p>

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		<u>Overarching Goals:</u> (1) <b>These are the educational goals from page 4.</b>	
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	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
		<b>Explain the different groups of people affected by the Holocaust</b>	<b>Assessment Models:</b> Graded on group discussion Graded on oral presentations Quizzes on novels Completion of review questions  <b>Additional Resources:</b> Novels Films Articles Computers Library Librarian



## Literature and Humanities

### COURSE BENCHMARKS

**<Enter course goals below. These are those from the above pages>**

1. The students will be able to explain the difference between prejudice and racism, learn about different cultures and how they have experienced racism/ prejudice, and research different groups of people and report to class how they have dealt with racism/prejudice.