

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
CONTENT: ENGLISH DEPARTMENT
FILM & LITERATURE

Film and Literature Curriculum Guide

Pacing Guide:

Film and Literature is a full year elective that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Literature:

Choose at least 5 of the following books to be completed by the end of the school year. Each text should be completed in 2-6 weeks, depending on the difficulty and length. Students should be reading throughout the year.

- *Emma*, Jane Austen(2-6 weeks-assessment)
- *Pride and Prejudice*, Jane Austen(2-6 weeks-assessment)
- *Psycho*, Robert Bloch(2-6 weeks-assessment)
- *The Da Vinci Code*, Dan Brown(2-6 weeks-assessment)
- *The Hunger Games*, Suzanne Collins(2-6 weeks-assessment)
- *The Great Gatsby*, F. Scott Fitzgerald(2-6 weeks-assessment)
- *A Time to Kill*, John Grisham(2-6 weeks-assessment)
- *A Prayer for Owen Meany*, John Irving(2-6 weeks-assessment)
- *One Flew Over the Cuckoo's Nest*, Ken Kesey(2-6 weeks-assessment)
- *Rita Hayworth and the Shawshank Redemption*, Stephen King(2-6 weeks-assessment)
- *The Shining*, Stephen King(2-6 weeks-assessment)
- *Harry Potter and the Sorcerer's Stone*, J.K. Rowling(2-6 weeks-assessment)
- *The Taming of the Shrew*, William Shakespeare(2-6 weeks-assessment)
- *Frankenstein*, Mary Shelley(2-6 weeks-assessment)
- *The Age of Innocence*, Edith Wharton(2-6 weeks-assessment)
- *The Importance of Being Earnest*, Oscar Wilde(2-6 weeks-assessment)
- *Cat on a Hot Tin Roof*, Tennessee Williams(2-6 weeks-assessment)

Complete 8-10 chapters in the textbook, including defining/assessing the vocabulary. Each chapter will be taught in 5-8 class periods and assessed.

- *The Art of Watching Film*

Films will be selected to correspond with the novels that are read in class. Films will also be viewed to accompany the content of each chapter. Films will be viewed over a period of 3-4 days, and will be selected from the following list of approved films.

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- *The Age of Innocence*(3-4 days)
- *The Artist* (3-4 days)
- *Cat on a Hot Tin Roof*(3-4 days)
- *Casablanca*(3-4 days)
- *Citizen Cane*(3-4 days)
- *Clueless*(3-4 days)
- *The Da Vinci Code*(3-4 days)
- *Emma*(3-4 days)
- *Frankenstein*(3-4 days)
- *The Great Gatsby*(3-4 days)
- *Harry Potter and the Sorcerer's Stone*(3-4 days)
- *Hearts of Darkness: a Filmmaker's Apocalypse (A Personal Journey with Martin Scorse through American Movies)* (3-4 days)
- *The Hunger Games*(3-4 days)
- *The Importance of Being Earnest*(3-4 days)
- *Jaws*(3-4 days)
- *On the Waterfront*(3-4 days)
- *One Flew Over the Cuckoo's Nest*(3-4 days)
- *Pride & Prejudice*(3-4 days)
- *Psycho*(3-4 days)
- *Rear Window*(3-4 days)
- *The Shawshank Redemption*(3-4 days)
- *The Shining*(3-4 days)
- *Simon Birch*(3-4 days)
- *The Taming of the Shrew*(3-4 days)
- *10 Things I Hate about You*(3-4 days)
- *Terms of Endearment*(3-4 days)
- *A Time to Kill*(3-4 days)

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Differentiation/Accommodations/Modifications

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues • Utilize advanced materials and resources to meet the needs of student • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor activities • Advanced discussion techniques • Set individual goals • Multimedia projects that relate to student interests and apply to the curriculum • Extra answer choices on multiple choice assignments to allow for critical thinking • Multi-level learning stations for 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designated power points and notes • Concept development • Collaboration between ESL and classroom teachers • Pair novice ELL students with advanced ELL students • Simplification or exemption from particular assignments • Audio and visual media provided to aid comprehension 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides/lesson outlines • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in –house strategies for teachers • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by student and teacher • Parent/teacher communication • Provide books on tape/CD/digital media as requested by the student when appropriate • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use computers to complete assignments as requested by student • Provide verbal reminder of assignment

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<p>meaningful independent work that extends topics and ideas</p>	<ul style="list-style-type: none"> • Daily positive reinforcement • Set/post class rules <p>Modifications for Homework/Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete homework • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries • Provide student with clearly stated and written expectations and grading criteria for homework • Frequent reminders using Google Classroom <p>Modification for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Establish procedures for accommodations/modifications for assessments • Grade + Effort 	<ul style="list-style-type: none"> • Provide books on tape/CD/digital media as requested by student when appropriate • Assign peer helper in class • Pair visual prompts with verbal presentations • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments • Simplification or exemption from particular assignments • Preferential seating • Communication and collaboration with 504 Coordinator and Child Study Team <p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete homework • Simplify complicated assignments into smaller units in phases as needed by student • Modified homework • Provide student with clearly stated and written expectations and grading criteria for assignments • Frequent reminders using Google Classroom <p>Modification for Assessments:</p>	<ul style="list-style-type: none"> • Check student independent work • Assist student with planning of assignment • Assist with technology <p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete homework • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments • Frequent reminders using Google Classroom <p>Modification for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments • Modify answer choices • Email parent/guardian to remind child at home to study for test
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	<p>Resources</p> <p>WIDA Standards</p> <ul style="list-style-type: none">• Standard 1: Social and Instructional Language• Standard 2: The language of Language Arts• Standard 3: The language of Mathematics• Standard 4: The language of Science• Standard 5: The language of Social Studies	<ul style="list-style-type: none">• Extended time for tests and quizzes• Restate and clarify directions and questions• Provide study guides for classroom tests• Establish procedures for accommodations/modifications for assessments	
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CONTENT: Film & Literature			
Theme: Fiction and Non-fiction Literature, Films			
Essential Questions: Is film literary? Can films do what books do? Can books do what films do? What are the components of film making? What is the essential message of the film? Of the novel? Is that message changed through the process of adaptation? If so, how? How can the analysis of film (camera angles, lighting, color, music, casting, etc.) impact audience interpretation of meaning?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • How to read and analyze fiction/non-fiction • How to view and analyze film • The process involved in film making • How to read and analyze informational texts • How to identify and gather information • How to relate historical events to the literature of that period • How to compare and contrast different adaptations of the same subject • How to evaluate a director’s style, aesthetic, and philosophy • The impact of casting on a film, and the different types of acting styles • The impact of color and music on 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Recognize the similarities and differences between film and literature • Understand key cinematic techniques used by filmmakers • Understand key literary techniques used by writers • Enhance their ability to understand, appreciate, and discuss works of literature through extensive reading and discussion of novels, plays, and short stories • Develop an understanding of critical analysis of film through careful examination of cinematic adaptations of literary texts, focusing on character development, dramatic structure, and performance. 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Critical essays • Reviews • Class discussion/participation • Group/individual projects • Presentations • Tests/quizzes • Benchmark assessments • Reading Checks • Film evaluations • Reading guides • Homework • Partner sharing in a class opener • Panel discussions • Lecture and Note taking • Questions and Answers • Guided viewing activity • Examinations 	<p>Standards: NJLS.ELA-LITERACY</p> <p>RL.11-12.1 through RL.11-12.10 RI.11-12.1 through RI.11-12.10 RH.11-12.1 through RH.11-12.3 RH.11-12.8 & 9 RST.11-12.4 & RST.11-12.7 SL.11-12.1 through SL.11-12.6 W.11-12.1 through W.11-12.10</p> <p>Social Studies: 6.1.12.D.3.e 6.1.12.C.12.c 6.1.12.D.13.c 6.1.12.D.14.c 6.2.12.D.5.c</p> <p>Science: ESS3.A.9-12 ESS3.C.9-12 P.S.4.C.9-12</p>

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<p>the film itself, and the message conveyed by the story</p> <ul style="list-style-type: none"> • How to evaluate the role of the editor, and his/her influence on the film • How to determine vocabulary from context clues • How to critically view a film • How to access, view, evaluate, and respond to print, non-print, and electronic texts and resources • How to initiate and participate effectively in a range of collaborative discussions with diverse topics, texts, and issues • How to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric • How to listen actively • How to comprehend while listening • How do determine the influence of the audience in filmmaking • How culture and history affects interpretation • Why film is an art • His/her own personal aesthetic • How to compile and present information to the class 	<ul style="list-style-type: none"> • Learn and utilize the terminology of film analysis, both those terms shared with literary discussion (plot, character, theme, setting) and those specific to cinema (lighting, montage, special effects, etc.) • Analyze works of fiction and drama for plot structure, setting, characterization, theme, and narrative point of view • Demonstrate an understanding of the possibilities and problems involved in the transposition of literature to film, applying terminology and critical skills acquired during the semester to analyze a cinematic adaptation of a text • Evaluate the effects of cinematic, literary, and theatrical choices on an audience • Apply the standard essay format to an analytical response • Recognize traits and evolution of a genre • Recognize how theatrical choices affect a viewer • Interpret how cultural and historical contexts affect a work’s interpretation • Understand the roles of director, writer, actors, and audience 		<p>Career Ready Practices: CRP 1,2,4,5,6,7,8,9,10,11</p> <p>21st Century life and Careers: 9.2.12.C.1</p> <p>Technology: 8.1.12.A.2 8.2.12.B.3</p> <hr/> <p>Pacing Guide/Time Frame: The textbook and novels are taught and assessed throughout the school year. Films are viewed with each unit and each novel.</p> <hr/> <p>Materials:</p> <ul style="list-style-type: none"> • <i>The Art of Watching Film</i> • <i>Emma</i>, Jane Austen • <i>Pride and Prejudice</i>, Jane Austen • <i>Psycho</i>, Robert Bloch • <i>The Da Vinci Code</i>, Dan Brown • <i>The Hunger Games</i>, Suzanne Collins • <i>The Great Gatsby</i>, F. Scott Fitzgerald • <i>A Time to Kill</i>, John Grisham • <i>A Prayer for Owen Meany</i>, John Irving <ul style="list-style-type: none"> • <i>One Flew Over the Cuckoo’s Nest</i>, Ken Kesey • <i>Rita Hayworth and the Shawshank</i>
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	<ul style="list-style-type: none"> • Recognize, interpret, and apply critical analysis to film • Recognize the ways that perspective and point of view are manipulated through editing and writing structure • Discover why film is an art form • Provide examples and reasoning for film's relevance in today's world • Evaluate the advantages of film vs. text and vice versa in the creation of meaning, the ability to narrate, and the creation of emotion in the reader/viewer 		<ul style="list-style-type: none"> <i>Redemption</i>, Stephen King • <i>The Shining</i>, Stephen King • <i>Harry Potter and the Sorcerer's Stone</i>, J.K. Rowling • <i>The Taming of the Shrew</i>, William Shakespeare • <i>Frankenstein</i>, Mary Shelley • <i>The Age of Innocence</i>, Edith Wharton • <i>The Importance of Being Earnest</i>, Oscar Wilde • <i>Cat on a Hot Tin Roof</i>, Tennessee Williams <ul style="list-style-type: none"> • Movie Reviews • Google Classroom • Chromebooks • LCD projector <p>The Following Films</p> <ul style="list-style-type: none"> • <i>The Age of Innocence</i> • <i>The Artist</i> • <i>Cat on a Hot Tin Roof</i> • <i>Casablanca</i> • <i>Citizen Cane</i> • <i>Clueless</i> • <i>The Da Vinci Code</i> • <i>Emma</i> • <i>Frankenstein</i> • <i>The Great Gatsby</i> • <i>Harry Potter and the Sorcerer's Stone</i> • <i>Hearts of Darkness: a</i>
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			<p><i>Filmmaker's Apocalypse (A Personal Journey with Martin Scorsese through American Movies</i></p> <ul style="list-style-type: none">• <i>The Hunger Games</i>• <i>The Importance of Being Earnest</i>• <i>Jaws</i>• <i>On the Waterfront</i>• <i>One Flew Over the Cuckoo's Nest</i>• <i>Pride & Prejudice</i>• <i>Psycho</i>• <i>Rear Window</i>• <i>The Shawshank Redemption</i>• <i>The Shining</i>• <i>Simon Birch</i>• <i>The Taming of the Shrew</i>• <i>10 Things I Hate about You</i>• <i>Terms of Endearment</i>• <i>A Time to Kill</i>
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CONTENT: Film & Literature			
Theme: Vocabulary			
Essential Questions: Can you use vocabulary correctly in context? Can you use context clues to define a word? Can you competently use the terminology of film?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • How to use context clues to define new words • How to define words in passages using context clues. • The terminology of film making and film analysis 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Use context clues to define new words • Learn and utilize the terminology of filmmaking and film analysis 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Quizzes • Writing assignments • Discussions • Presentations • Group projects/activities • Benchmark assessments • Examinations 	<p>Standards: NJSL.ELA-LITERACY</p> <p>L.11-12.1.B L.11-12.2.B L.11-12.4(A-D) L.11-12.5.B</p> <p>Social Studies: 6.1.12.D.3.e 6.1.12.C.12.c 6.1.12.D.13.c 6.1.12.D.14.c 6.2.12.D.5.c</p> <p>Science: ESS3.A.9-12 ESS3.C.9-12 P.S.4.C.9-12</p> <p>Career Ready Practices: CRP 1,2,4,5,6,7,8,9,10,11</p>

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			<p>21st Century life and Careers:</p> <p>9.2.12.C.1</p> <p>Technology:</p> <p>8.1.12.A.2 8.2.12.B.3</p>
			<p>Pacing Chart/Time Frame: Vocabulary is taught and assessed throughout the school year.</p>
			<p>Materials:</p> <p><i>The Art of Watching Film</i> Google Classroom Chromebooks LCD projector</p>

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CONTENT: Film & Literature			
Theme: Writing and Presentations			
Essential Questions: How will you write for a variety of purposes? Can you develop a strong thesis, and prove that thesis using primary (and secondary) sources? Can you write a movie review? Can you interpret, compile, and present information? Can you evaluate an adaptation, identify the differences from the text, and analyze the impact of these differences in a critical essay?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • How to evaluate a film/adaptation through writing (critical essays, movie reviews, film analysis) • How to develop a presentation which creatively and effectively conveys information • How to write for a variety of purposes • How to critically view a film, identify cinematic techniques, and complete an analysis of that film's aesthetic in writing • How to create an animation project • How to demonstrate an understanding of the text through writing 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of material through group/individual presentations • Create an animation project • Write a well-developed response to an open-ended question • Write essays which follow the five paragraph structure • Paraphrase and quote correctly in writing in order to avoid plagiarism • Write a movie review • Demonstrate knowledge of a Director's aesthetic through presentation • Demonstrate knowledge of an actor's style through presentation 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Essays • Tests/quizzes • Examinations • Benchmark assessments • Creative writing • Journal writing • Presentations • Homework/classwork assignments 	<p>Standards: NJSLS.ELA-LITERACY</p> <p>SL.11-12.1-11-12.6 RL.11-12.1-RL.11-12.9 RI.11-12.1-RI.11-12.10 L.11-12.1-L.11-12.6 W.11-12-W.11-12.10 RH.11-12.1-RH.11-12.3 RH.11-12.8,9 RST.11-12.4 & RST.11-12.7</p> <p>Social Studies: 6.1.12.D.3.e 6.1.12.C.12.c 6.1.12.D.13.c 6.1.12.D.14.c 6.2.12.D.5.c</p> <p>Science: ESS3.A.9-12 ESS3.C.9-12 P.S.4.C.9-12</p>

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			<p>Career Ready Practices: CRP 1,2,4,5,6,7,8,9,10,11</p> <p>21st Century Life and Careers</p> <p>9.2.12.C.1 Technology</p> <p>8.1.12.A.2 8.2.12.B.3</p> <hr/> <p>Pacing Chart/Time Frame: Students will be writing throughout the entire school year. A variety of assignments will be given which will reinforce the curriculum and assess the students.</p> <hr/> <p>Materials:</p> <ul style="list-style-type: none"> • Turnitin.com • <i>The Art of Watching Film</i> • <i>Emma</i>, Jane Austen • <i>Pride and Prejudice</i>, Jane Austen • <i>Psycho</i>, Robert Bloch • <i>The Da Vinci Code</i>, Dan Brown • <i>The Hunger Games</i>, Suzanne Collins • <i>The Great Gatsby</i>, F. Scott Fitzgerald • <i>A Time to Kill</i>, John Grisham • <i>A Prayer for Owen Meany</i>, John Irving • <i>One Flew Over the Cuckoo's Nest</i>, Ken Kesey
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			<ul style="list-style-type: none"> • <i>Rita Hayworth and the Shawshank Redemption</i>, Stephen King • <i>The Shining</i>, Stephen King • <i>Harry Potter and the Sorcerer's Stone</i>, J.K. Rowling • <i>The Taming of the Shrew</i>, William Shakespeare • <i>Frankenstein</i>, Mary Shelley • <i>The Age of Innocence</i>, Edith Wharton • <i>The Importance of Being Earnest</i>, Oscar Wilde • <i>Cat on a Hot Tin Roof</i>, Tennessee Williams • Movie Reviews <ul style="list-style-type: none"> • Google Classroom • Chromebooks • LCD projector <p>The Following Films</p> <ul style="list-style-type: none"> • <i>The Age of Innocence</i> • <i>The Artist</i> • <i>Cat on a Hot Tin Roof</i> • <i>Casablanca</i> • <i>Citizen Kane</i> • <i>Clueless</i> • <i>The Da Vinci Code</i> • <i>Emma</i> • <i>Frankenstein</i> • <i>The Great Gatsby</i> • <i>Harry Potter and the Sorcerer's Stone</i>
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			<ul style="list-style-type: none">• <i>Hearts of Darkness: a Filmmaker's Apocalypse (A Personal Journey with Martin Scorsese through American Movies)</i>• <i>The Hunger Games</i>• <i>The Importance of Being Earnest</i>• <i>Jaws</i>• <i>On the Waterfront</i>• <i>One Flew Over the Cuckoo's Nest</i>• <i>Pride & Prejudice</i>• <i>Psycho</i>• <i>Rear Window</i>• <i>The Shawshank Redemption</i>• <i>The Shining</i>• <i>Simon Birch</i>• <i>The Taming of the Shrew</i>• <i>10 Things I Hate about You</i>• <i>Terms of Endearment</i>• <i>A Time to Kill</i>
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NJSLS ELA Standards

NJSLS Reading Literature	<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>
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NJSLS Reading Informational Text	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address,</p>

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	<p>Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>
<p>NJSLS Speaking and Listening</p>	<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>

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	<p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>
NJSLS Language	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">A. Use parallel structure.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.B. Use a colon to introduce a list or quotation.C. Spell correctly. <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <ul style="list-style-type: none">A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

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	<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
NJSLS Writing	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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<p>NJSLS Reading History</p>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Read and analyze history as a primary or secondary source in relation to literature.</p> <p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
<p>NJSLS Reading Science and Technical Subjects</p>	<p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>