

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.

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.

- *The Age of Innocence*(3-4 days)

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- *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 Scorsese 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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| <p>Interdisciplinary Connections</p> <p>Social Emotional Learning and Character Development</p> <p>Social Studies</p> <p>21st Century Life and Careers</p> <p>Evaluating Information:</p> <p>Argumentative Writing:</p> <p>Digital Citizenship:</p> | <p>SEL.PK-12.3.1 Recognize and identify the thoughts, feelings, and perspectives of others</p> <p>SEL.PK-12.3.2 Demonstrate and awareness of the differences among individuals, groups, and others’ cultural backgrounds</p> <p>SEL.PK-12.3.3 Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>SOC.6.3.12.HistoryCA.1 Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p> <p>Have students work on a career project in which they understand how an English degree can help attain their career goals. Students will complete group research, and compile that research into a presentation for the class</p> <p>9.4.12.IML.2-Evaluate for timeliness, accuracy, perspective, credibility of the source and relevance of the information, in media, data, or other resources.</p> <p>9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations.</p> <p>9.4.12.IML.7- Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.</p> <p>9.4.12.DC.1- Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.</p> |
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| <p>Critical Thinking and Problem Solving:</p> <p>Creativity and Innovation:</p> | <p>9.4.12.DC.7- Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.</p> <p>9.4.12.GCA.1- Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.</p> <p>9.4.12.CI.1-Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>9.4.12.CT.1-Identify problem solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2-Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and transition</p> |
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| <p>Technology Standards</p> <p>8.1 Educational Technology</p> | <p>Use technology when researching for literature and writing papers including the Research Paper and the Career Project. Use technology for presentation assignments.</p> <p>8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social , economic, and cultural practices (<i>Knowledge, Acquisition and Resrarching AND Literary Themes</i>).</p> <p>8.2.12.ITH.3 - Analyze the impact that socialization, social media, and access to open source technologies has had on innovation and on societies economy, politics, and culture.</p> <p>8.2.12.ETW.3- Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</p> |
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Differentiation/Accommodations/Modifications

| Gifted and Talented | English Language Learners | Students with Disabilities | Students at Risk of School Failure |
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| <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 meaningful independent work that extends topics and ideas | <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 ● Daily positive reinforcement ● Set/post class rules | <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 ● Provide books on tape/CD/digital media as requested by student when appropriate | <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 ● Check student independent work |

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| | <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 <p>Resources</p> <p>WIDA Standards</p> <ul style="list-style-type: none"> ● Standard 1: Social and Instructional Language | <ul style="list-style-type: none"> ● 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 ● 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 | <ul style="list-style-type: none"> ● 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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| | <ul style="list-style-type: none">● 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">● 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?

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| <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 the film itself, and the message conveyed by the story ● 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 | <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. ● 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 | <p>Assessments: <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</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: NJSL.ELA-LITERACY</p> <p>RL.11-12.1 through RL.11-12.10 RI.11-12.1 through RI.11-12.10 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> <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> |
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| <ul style="list-style-type: none"> ● 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"> ● 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 ● 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 | | <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 ● <i>One Flew Over the Cuckoo’s Nest</i>, Ken Kesey ● <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 <ul style="list-style-type: none"> ● Movie Reviews ● Google Classroom ● Chromebooks ● LCD projector |
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| | <ul style="list-style-type: none"> ● 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"> ● The Following Films ● <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> ● <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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| 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>(Both formative and summative measures of authentic performance tasks and formal assessments)</i></p> <ul style="list-style-type: none"> ● Quizzes ● Writing assignments ● Discussions ● Presentations ● Group projects/activities ● Benchmark assessments ● Examinations | <p>Standards: NJSLS.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>Pacing Chart/Time Frame: Vocabulary is taught and assessed throughout the school year.</p> |

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| | | | Materials: <i>The Art of Watching Film</i> Google Classroom Chromebooks LCD projector |
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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>(Both formative and summative measures of authentic performance tasks and formal assessments)</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 through 11-12.6 RL.11-12.1 through RL.11-12.9 RI.11-12.1 through RI.11-12.10 L.11-12.1 through L.11-12.6 W.11-12. through W.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</p> |
| | | | <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> |

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| | | | <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● <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 |
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| | | | <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:</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

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| NJSLS Reading Literature | <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. 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.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the 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.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> |
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| | <p>RL.11-12.10b. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> |
| <p>NJSLS Reading Informational Text</p> | <p>RI.11-12.1. 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.11-12.2. 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.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.11-12.9. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features,</p> |

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| | <p>including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10b. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p> |
| NJSLS Speaking and Listening | <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively..</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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed..C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |

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| | <p>SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> |
| <p>NJSLS Language</p> | <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">A. Observe hyphenation conventions.</p> <p style="padding-left: 20px;">B. Spell correctly.</p> <p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p style="padding-left: 20px;">A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">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.</p> <p style="padding-left: 20px;">B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p style="padding-left: 20px;">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, its etymology, or its standard usage.</p> |

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| | <p>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> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6. 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> |
| <p>NJSLS Writing</p> | <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p> |

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- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

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

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

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

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

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

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

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

- A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

W.11-12.10. 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.