

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SCHOLARS' CENTER FOR THE HUMANITIES

PROCESS SKILLS 1

Grade Level: 9

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

Through reading and writing in a variety of genres, as well as in cooperative learning projects and presentations, Process Skills I students will discover and appreciate diverse value systems, especially as seen in the United States, and the interrelatedness of these systems in the world today. Throughout the course students will perceive human relationships as the universal building blocks of society and develop the critical thinking skills and personal values necessary to govern these relationships. In their examination and discussion of the assigned literature in both Process Skills I and in Literature Arts I, students will learn to reject stereotyping in favor of the value of tolerance in our diverse society and world.

Course Description

Students in Process Skills I will read and write in a variety of genres. Emphasis in individual writing assignments will be on research and literary analysis, **with a number of writing assignments directly linked to literary works that students will be studying in their Literature Arts I course. These Literature Arts I Writing Links appear in bold print in five of the six unit descriptions.** In addition to individual assignments, students will work on a number of cooperative learning, student-centered assignments involving writing, research and oral presentations, as well as have the opportunity to write creatively in an extensive culminating Creative Writing Portfolio. It should also be noted that during all six units throughout the school year, there will be instruction in grammar and punctuation, as well preparation for such standardized tests as the HSPA, PSAT & SAT.

**Freehold Regional High School District
Curriculum Map**

Process Skills I

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
8.1.12. A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12 A-C	The act of creation, whether literal or figurative, involves serious ethical and moral questions regarding the consequences and limits of man's control over his environment.	Do advances in knowledge always produce positive results for society? What does it mean to be denied acceptance, to be an "other"? How can some human traits be both good and bad?	Pretest Student Survey Oral Questions/ Discussion	Journals Quizzes Chapter Test Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Research Assignments Interviews	Portfolios Projects Cooperative-learning research and presentation Unit test
8.1.12. A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12 A-C	All acts of creation inevitably involve acts of destruction.	Why is it sometimes necessary to break the rules in order to gain an understanding of their necessity in life? What changes in human interactions have recent advances in technology created?	Anticipatory Set Questions		
8.1.12. A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12 A-C	Literary epics express the values, practices and social structures of a given culture at a given time period.	What personal characteristics does our society look for in its leaders? Whom does our society regard as modern day heroes? What do our heroes say about our society's values? What is the benefit of remembering the values and practices of ancient cultures?			
8.1.12. A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12 A-C	The adaptation of information into different genres is necessary to appeal to the sensibilities of different audiences.	Whom are you most loyal to: Family? Friends? Country? Other? With whom do you express your "true self"? What prompts us to adapt our personality and behavior in different social situations?			Cooperative-learning research and presentation: Beowulf adaptation

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
8.1.12. A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12 A-C	In democratic societies there is a constant tension between the goals and demands of institutions of authority and the desire for individual liberty on the part of its citizens.	What are the limitations of individual liberty in a democratic society? When if ever is the limitation of individual liberty necessary in a democracy? What is more important to the successful functioning of a democracy, conforming to societal norms or expressing one's individualism? Do citizens in a democracy have a moral obligation to oppose unjust laws?	Anticipatory Set Questions Student Survey Pretest Oral Questions/ Discussion	Quizzes Chapter Test Written Assignments Oral Presentations Observations Participatory Rubrics Role Play	Portfolios Projects Cooperative-learning research and presentation: Banned Books Power Point Presentation
8.1.12. A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12 A-C	Poetry in all its varied forms expresses the full range of human emotions and gives voice to social conscience by raising questions, stressing issues and challenging accepted norms.	What is the definition of poetry? How do writers of poetry protect cultural values while at the same time expanding the readers' world view? How does poetry serve as an indicator of social conscience in times of political or social unrest? What common techniques do poets and song writers employ?	Student Survey		Unit test Cooperative learning research and presentation: Book of Ballads
8.1.12. A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12 A-C	During the Renaissance developments in literature, art, music and philosophy demonstrated a broad based shift in Western Europeans' perception about the dignity of the individual and the universal value of human life	Do all individuals in our society have adequate opportunities to determine their future? At what age—if any—do we understand the difference between right and wrong? Are people inherently either good or evil, or do specific life events determine which path in life we choose to follow?			Unit test Projects Cooperative learning research and presentation: Memorize and perform selected scenes from Romeo and Juliet
8.1.12. A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12 A-C	Character development and motivation revolve around universal moral dilemmas confronting all of us as part of the human condition.	What impact does self interest have on us when we confront moral dilemmas? What is worth sacrificing our own security and comfort for? What are your most positive personal character traits? Your most negative?			Unit test Timed essay

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
8.1.12. A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12 A-C	Religious differences and the role of religion in the contemporary society can promote inter-religious understanding and alleviate prejudice.	Does moral human behavior depend on the concept of an after life? How can religious beliefs be employed to unite people? What qualities or characteristics are common to all religions?	Anticipatory Set Questions Student Survey	Quizzes Chapter Test Written Assignments Oral Presentations Observations Participatory Rubrics Journal	Unit test Cooperative learning project: Power Point Presentation on selected cantos from Dante's Inferno
8.1.12. A 3.1.12.A-H 3.2.12.A-D 3.3.12.A-D 3.4.12.A-C 3.5.12 A-C	Religious intolerance leads to prejudice, injustice and acts of inhumanity.	How can religious intolerance lead to acts of injustice and violence? Is it possible for individuals to find meaning in their lives without religion? Are citizens in religiously diverse societies like ours more or less tolerant of the beliefs of others?	Anticipatory Set Questions Discussion Student Survey	Quizzes Chapter Test Written Assignments Oral Presentations Observations Participatory Rubrics Journal	Unit test Cooperative learning project: Power Point Presentation on selected cantos from Dante's Inferno

**Freehold Regional High School District
Course Proficiencies and Pacing**

Process Skills I

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Summer Reading: Frankenstein	<p>The act of creation, whether literal or figurative, involves serious ethical and moral questions regarding the consequences and limits of man’s control over his environment. All acts of creation inevitably involve acts of destruction.</p> <ul style="list-style-type: none"> The students will be able to research and write an analytical essay using correct MLA format which compares and contrasts the theme of creation in two or more works. 	6 weeks
Unit #2: Early Literature: Beowulf and The Anglo-Saxon Period	<p>Literary epics express the values, practices and social structures of a given culture at a given time period. The adaptation of information into different genres is necessary to appeal to the sensibilities of different audiences.</p> <ul style="list-style-type: none"> The students will be able to work cooperatively with classmates in writing and performing a modern adaptation of an epic poem that incorporates key plot details of the epic poem and the qualities of the epic hero poem with modern cultural values. 	7 weeks
Unit # 3: The Individual Versus Authority	<p>In democratic societies there is a constant tension between the goals and demands of institutions of authority and the desire for individual liberty on the part of its citizens.</p> <ul style="list-style-type: none"> The students will write an analytical essay examining the journeys of two characters in different works of literature 	6 weeks
Unit #4: The World of Poetry	<p>Poetry in all its varied forms expresses the full range of human emotions and gives voice to social conscience by raising questions, stressing issues and challenging accepted norms.</p> <ul style="list-style-type: none"> Students will work cooperatively in writing structured poems and free verse on a variety of themes, employing a range of literary devices. 	4 weeks
Unit # 5: The Emergence of Humanism	<p>During the Renaissance developments in literature, art, music and philosophy demonstrated a broad based shift in Western Europeans’ perception about the dignity of the individual and the universal value of human life. Character development and motivation revolve around universal moral dilemmas confronting all of us as part of the human condition.</p> <ul style="list-style-type: none"> The students will write an expository essay about the various ways individuals in general and specific characters in literature confront and resolve moral dilemmas. 	6 weeks
Unit # 6: The Cultural Impact of Religious Belief	<p>Religious differences and the role of religion in the contemporary society can promote inter-religious understanding and alleviate prejudice. Religious intolerance leads to prejudice, injustice and acts of inhumanity.</p> <ul style="list-style-type: none"> The students will work cooperatively in writing a satiric or allegorical piece dealing with a contemporary controversy. The students will write a culminating portfolio comprised of reflective, autobiographical creative writing assignments. 	5 weeks

**Freehold Regional High School District
Process Skills I**

Unit #1: Frankenstein

Enduring Understandings: The act of creation, whether literal or figurative, involves serious ethical and moral questions regarding the consequences and limits of man’s control over his environment.

All acts of creation inevitably involve acts of destruction.

Essential Questions: Do advances in knowledge always produce positive results for society?

What does it mean to be denied acceptance, to be an “other”?

How can some human traits be both good and bad?

Why is it sometimes necessary to break the rules in order to gain an understanding of their necessity in life?

What changes in human interactions have recent advances in technology created?

Unit Goal: The students will be able to research and write an analytical essay using correct MLA format which compares and contrasts the theme of creation in two or more works.

Duration of Unit: 6 weeks

NJCCCS: 8.1.12. A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12. A-D, 3.4.12.A-C, 3.5.12.A-C

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the moral and ethical boundaries of humans’ quest for knowledge and control of their environment?</p>	<p>Understand that there are moral boundaries on man’s quest for control of his environment.</p> <p>Explain/discuss the social and scientific environment in which Shelley was writing</p> <p>Enumerate the elements of Romantic and Gothic literature</p> <p>Research a topic</p> <p>Write a comparison/contrast essay</p> <p>Give an oral presentation to inform</p>	<p>Frankenstein by Mary Shelley</p> <p>Mythology by Edith Hamilton (in Lit. Arts I)</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guides</p> <p>Selected film versions of Frankenstein</p>	<p>Compare and discuss positive and negative effects of recent innovations in technology</p> <p>Cooperative learning research project re: Romanticism, Gothic literature, the “Science” behind Frankenstein</p> <p>Oral presentation of above cooperative learning project</p> <p>Oral presentations in small groups about a specific innovation in technology and its positive/negative impact on society.</p> <p>Read aloud/analyze/discuss selected excerpts from Frankenstein.</p> <p>Compare Dr. Frankenstein’s creation with creation myths being read and discussed in Literature Arts I Class.</p>	<p>Objective and essay test on summer reading of Frankenstein</p> <p>Worksheets</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Literature Arts I Writing Link Compare/Contrast Essay on the theme of Creation in Frankenstein and one or more Creation myths discussed in Literature Arts I course.</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the value of interpreting literature through various points of view?</p>	<p>Understand the literary concept of point of view.</p> <p>Articulate each narrator’s perspective and point of view.</p> <p>Make inferences</p> <p>Identify the three narrators in Frankenstein</p> <p>Compare and contrast the perspectives and motivations of the three narrators</p>	<p>Frankenstein by Mary Shelley Mythology by Edith Hamilton (in Lit. Arts I)</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guide</p>	<p>Write a thesis-driven essay which either elaborates on the three narrators’ perspectives or compares any two of the main characters.</p> <p>Create a tracking poster from the perspective of one of the narrators, display and present to the class.</p> <p>With one or two partners create and present a power point presentation which identifies the character traits/motivations of the three narrators.</p> <p>Read aloud/analyze/discuss selected excerpts from Frankenstein</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Essays</p>
<p>What does it mean to be “other”? Is “otherness” self-defined or defined by outside sources?</p>	<p>Content:</p> <p>Define the concept of “otherness” and outsider</p> <p>Understand the universal nature of Dr. Frankenstein’s creature’s desire for acceptance by both his creator and the society in which he finds himself.</p> <p>Examine the impact of alienation on different individuals in different societies</p> <p>Skills:</p> <p>Making inferences Providing supporting information. Research Narration Oral presentation</p>		<p>Research people and ideas that caused widespread controversies in their respective time periods (i.e. Copernicus, Galileo, Freud, Van Gogh, et. al.)</p> <p>Write a first person narrative essay in which students relate a first hand experience with “otherness” or alienation.</p> <p>With one or two partners write in script form a different ending for Frankenstein based upon the idea that Dr. Frankenstein ultimately accepts and embraces his creation.</p> <p>Perform the above scene for the class.</p> <p>Read aloud/analyze/discuss selected excerpts from Frankenstein</p>	

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Process Skills I**

Unit #2: Beowulf and the Anglo-Saxon Period

Enduring Understanding: Literary epics express the values, practices and social structures of a given culture at a given time period.
The adaptation of information into different genres is necessary to appeal to the sensibilities of different audiences.

Essential Questions: What personal characteristics does our society look for in its leaders?
Whom does our society regard as modern day heroes?
What do our heroes say about our society’s values?
Whom are you most loyal to: Family? Friends? Country? Other?
With whom do you express your “true self”?
What prompts us to adapt our personality and behavior in different social situations?

Unit Goal: The students will be able to work cooperatively with classmates in writing and performing a modern adaptation of an epic poem that incorporates key plot details of the epic poem and the qualities of the epic hero poem with modern cultural values.

Duration of Unit: 7 weeks

NJCCCS: 8.1.12. A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12. A-D, 3.4.12.A-C, 3.5.12.A-C

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does an epic poem express the values of a given culture?	Understand the cultural values of the Anglo Saxon Period Explain/discuss the qualities of an epic hero such as Beowulf Research Make inferences Give an oral presentation to inform Write a modern adaptation of an epic poem. Memorize and perform a play version of Beowulf.	Beowulf The Odyssey (in Lit. Arts I) Internet Media Center Print Resources MLA Guides Documentary film on the Sutton Hoo Excerpts from recent film version of Beowulf	Read/analyze/discuss excerpts from Beowulf, Anglo Saxon poetry Discuss the value of epics to society today, providing examples from modern “sagas” with which students may be familiar In cooperative learning groups, research an epic of a given culture and create a power point presentation for the class. Create and present a personal modern hero poster In cooperative learning group write a modern adaptation of Beowulf in the form of a puppet show and perform/film the presentation in front of the class.	Objective and essay test on Beowulf Section by section plot detail questions re: Beowulf Project assessments Rubric-driven oral presentations Journal entries Cooperative learning projects, i.e. power point on epics, Beowulf puppet show. Literature Arts I Writing Link : Both Beowulf and Odysseus have distinctly different personalities and personal qualities, yet both are viewed by their respective societies as heroic. Write an essay which examines how this is primarily a function of the different cultural values of the Ancient Greeks and the Anglo Saxons

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How has the epic developed and been used by cultures to establish and indicate cultural and societal norms?</p>	<p>Content: Explain/enumerate the benefits of epics in early civilizations</p> <p>Identify examples of epics from different cultures</p> <p>Identify literary devices in epics, i.e. kennings, caesura, allusion, symbolism</p> <p>Skills: Researching Making inferences Compare/contrast Critical reading Identify conventions of an epic poem</p>	<p>Beowulf</p> <p>Anglo Saxon poetry</p> <p>Gilgamesh excerpts from textbook: World Traditions in the Humanities, a Next Text Anthology, Mc Dougal, Littell</p> <p>Mythology by Edith Hamilton (in Lit. Arts I)</p> <p>The Odyssey (in Lit Arts I)</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guide</p>	<p>Critically read and discuss excerpts from Beowulf, Anglo Saxon poetry, and Gilgamesh .</p> <p>Research epics from various cultures in preparation for oral presentation</p> <p>Journal entries re: characteristics of epics</p> <p>Write an essay explaining an epic not read or discussed in class</p> <p>Compose a poem about an epic hero studied in this class or Lit. Art I</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Essays</p>
<p>What is an archetype and how does our understanding of this term affect our deeper understanding of literature?</p>	<p>Define archetype and list/discuss the various types of archetypes, providing examples from literature.</p> <p>Identify the qualities of an epic hero such as Beowulf</p> <p>Define Heroic Quest</p> <p>Explain the significance of the archetype of the heroic quest</p> <p>Making inferences Providing supporting information. Research Oral presentation</p>	<p>Beowulf</p> <p>Anglo Saxon poetry</p> <p>Gilgamesh excerpts from textbook: World Traditions in the Humanities, a Next Text Anthology, Mc Dougal, Littell</p> <p>Mythology by Edith Hamilton (in Lit. Arts I)</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guide</p>	<p>Brainstorm/research with a group to find as many archetypal heroic quests as possible.</p> <p>From above research/brainstorming, create a time line of at least three heroic quests</p> <p>Create a map of an ancient heroic quest, indicating the major events that happened in various locations.</p> <p>Develop an itinerary and list of supplies necessary to embark on an heroic quest.</p> <p>Write a narrative essay discussing a modern day hero and present to class.</p> <p>Write an essay comparing the qualities of Beowulf with the qualities of Odysseus from Lit. Art I reading</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Essays</p> <p>Cooperative learning project</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Process Skills I**

Unit #3: The Individual Versus Authority

Enduring Understandings: In democratic societies there is a constant tension between the goals and demands of institutions of authority and the desire for individual liberty on the part of its citizens.

Essential Questions: What are the limitations of individual liberty in a democratic society?
When if ever is the limitation of individual liberty necessary in a democracy?
What is more important to the successful functioning of a democracy, conforming to societal norms or expressing one’s individualism?
Do citizens in a democracy have a moral obligation to oppose unjust laws?

Unit Goal: The students will write a literary essay examining the journeys of two characters in different works of literature.

Duration of Unit: 6 weeks

NJCCCS: 8.1.12. A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12. A-D, 3.4.12.A-C, 3.5.12.A-C

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do Holden Caulfield, Henry David Thoreau and Dr. Martin Luther King, Jr. express their dissatisfaction with certain aspects of the American societal values of their respective time periods</p> <p>When if ever is the limitation of individual liberty necessary in a democracy?</p>	<p>Identify American values/policies that were criticized by Salinger, Thoreau and King.</p> <p>Explain legitimate ways in which citizens in a democracy can protest what they view as unjust laws/policies.</p> <p>Enumerate changes in American society brought about by the actions of individual citizens like Thoreau and King.</p> <p>Identify literary devices used in persuasive writing</p> <p>Read Critically</p> <p>Write and deliver a persuasive speech</p> <p>Work Cooperatively on Research project and presentation.</p> <p>Use correct MLA format in research and writing</p> <p>Make inferences</p> <p>Compare/contrast</p>	<p>The Catcher in the Rye</p> <p>Siddhartha (in Lit. Arts I course)</p> <p>Dr. Martin Luther King’s “Letter from a Birmingham Jail”</p> <p>The Night Thoreau Spent in Jail</p> <p>Film: The Power of One</p> <p>Film documentary: Great Americans (Time Life): Martin Luther King, Jr.</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guides</p>	<p>Read/analyze/discuss Catcher in the Rye, The Night Thoreau Spent in Jail, “Letter from a Birmingham Jail”, Siddhartha (in Lit. Arts I)</p> <p>Work with a partner in creating a poster which illustrates the aspects of American Society that Salinger, Thoreau and King found objectionable.</p> <p>Write and perform a protest song or poem about some aspect of modern day society that troubles you.</p> <p>Research, write and present a persuasive speech on a topic of your choosing.</p> <p>In a cooperative learning project, design and present your version of a Utopian society. You must include a description of the form of government, the ideal location, the education system, and the economy. Create a three-dimensional model of some aspect of your Utopia.</p>	<p>Objective and essay test on Catcher in the Rye</p> <p>Section by section plot detail questions re: Catcher in the Rye</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Journal entries</p> <p>Cooperative learning projects</p> <p>Essays</p> <p>Literature Arts I Writing Link : Holden Caulfield and Siddhartha both reject their respective societies’ values and go on journeys to achieve individual happiness and fulfillment. Siddhartha ultimately achieves this, but Holden does not. Write a comparison/contrast essay explaining why Siddhartha succeeds in his quest, but Holden does not.</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is more important to the successful functioning of a democracy, conforming to societal norms or expressing one's individualism?</p> <p>What are the legitimate limitations of individual freedoms in a democracy?</p>	<p>Define conformity, individualism, social norms</p> <p>Recognize and identify the limits of individual freedom in a democracy.</p> <p>List modern day social norms</p> <p>Compare norms of this generation of teenagers with those of a previous generation</p> <p>Researching Making inferences Compare/contrast Critical reading First person narrative</p>	<p>The Catcher in the Rye</p> <p>Siddhartha (in Lit. Arts I course)</p> <p>Dr. Martin Luther King's "Letter from a Birmingham Jail"</p> <p>The Night Thoreau Spent in Jail</p> <p>Film: The Power of One</p> <p>Film documentary: Great Americans (Time Life): Martin Luther King, Jr.</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guides</p>	<p>Critically read and discuss Catcher in the Rye, The Night Thoreau Spent in Jail, "Letter from a Birmingham Jail", and Siddhartha (in Lit. Arts I)</p> <p>View film The Power of One and compare its subject (apartheid in South Africa) with the American Civil Rights Movement .</p> <p>Journal entries re: conformity versus individualism</p> <p>Conduct a survey among other students about fashion conformity among teens.</p> <p>Write a first person essay about a situation in which you either were a conformist or expressed your individualism.</p> <p>In a cooperative learning assignment, research and do a power point presentation on American Utopian Movements</p> <p>Debate/brainstorm about the pro's and con's of conformity versus individualism.</p> <p>Research and write a biographical essay about one of the major figures of American Transcendentalism or the Civil Rights Movement</p> <p>Interview your parents/guardians about their experiences regarding conforming to peer pressure during their teenage years.</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Essays</p> <p>Cooperative learning projects</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Do citizens in a democracy have a moral obligation to oppose unjust laws?</p> <p>Who are some of the most noted proponents of using passive resistance/peaceful protest to challenge unjust laws?</p>	<p>Content:</p> <p>Define passive resistance</p> <p>Identify the major concepts/values of American Transcendentalists</p> <p>Enumerate the positive changes to American society as a result of the Civil Rights Movement</p> <p>Discuss/explain reasons for commonly challenged/banned books in American high schools</p> <p>Skills:</p> <p>Letter writing</p> <p>Making inferences</p> <p>Providing supporting information.</p> <p>Research</p> <p>Oral presentation</p> <p>Play memorization and presentation</p>	<p>“On the Duty of Civil Disobedience”</p> <p>“Self Reliance”</p> <p>The Catcher in the Rye</p> <p>Siddhartha (in Lit. Arts I course)</p> <p>Dr. Martin Luther King’s “Letter from a Birmingham Jail”</p> <p>The Night Thoreau Spent in Jail</p> <p>Film: The Power of One</p> <p>Film documentary: Great Americans (Time Life): Martin Luther King, Jr.</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guides</p>	<p>Read/analyze/discuss Thoreau’s “On the Duty of Civil Disobedience” excerpt, “Self Reliance Excerpt” and Dr. King’s “Letter from a Birmingham Jail”</p> <p>With a partner, create a poster that identifies the key figures and ideas of American Transcendentalism.</p> <p>Brainstorm/discuss aspects of our society that troubles you.</p> <p>Based on above, write a letter to a newspaper or legislator expressing your views on the matter and suggestions for amelioration.</p> <p>Read Dr. King’s “I Have a Dream” speech and then write an essay which analyzes how much of his “dream” has been realized in the four decades since it was delivered.</p> <p>As a cooperative learning project, research, write an essay, design a poster and create a power point presentation on a book like The Catcher in the Rye that has been challenged or banned by some high schools.</p> <p>Write a journal entry about an issue or policy in school that you would like to see changed</p> <p>With a group, memorize and perform in front of the class a scene from The Night Thoreau Spent in Jail</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Essays</p> <p>Cooperative learning project: Books Commonly Banned or Challenged by Some Public Schools</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Process Skills I**

Unit #4: The World of Poetry

Enduring Understanding: Poetry in all its varied forms expresses the full range of human emotions and gives voice to social conscience by raising questions, stressing issues and challenging accepted norms.

Essential Questions: What is the definition of poetry?

How do writers of poetry protect cultural values while at the same time expanding the readers' world view?

How does poetry serve as an indicator of social conscience in times of political or social unrest?

What common techniques do poets and song writers employ?

How can literary works cause us to reconsider our accepted values?

Unit Goal: Students will work cooperatively in writing structured poems and free verse on a variety of themes, employing a range of literary devices.

Duration of Unit: 4 weeks

NJCCCS: 8.1.12. A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12. A-D, 3.4.12.A-C, 3.5.12.A-C

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the definition of poetry? How does it differ from prose?</p> <p>What common techniques do poets and song writers employ?</p>	<p>Define poetry.</p> <p>Identify common poetic devices, i.e. allusion, alliteration, metaphor, simile, paradox, internal and end rhyme, rhyme scheme, types of meter, line length, types of stanza, structured and free verse.</p> <p>Analyze poems for both structure and meaning</p> <p>Identify and interpret poetic devices</p> <p>Analyze poetic themes.</p> <p>Write analysis of selected poems for both structure and meaning.</p> <p>Use correct MLA format in research and writing</p> <p>Make inferences</p>	<p>The Heath Guide to Poetry selections, including: "Jabberwocky" by Lewis Carroll, "To An Athlete Dying Young," by A. E. Houseman, "Ode on a Grecian Urn" by John Keats, "Dover Beach" by Matthew Arnold, "Dulce et Decorum Est," by Wilfred Owen, "My Papa's Waltz," by Theodore Roethke, "The Death of a Toad," by Richard Wilbur, "I, Too, Sing America" and "Dreams" by Langston Hughes, "We Real Cool" by Gwendolyn Brooks, "Nothing Gold Can Stay," "Out, Out", "Mending Wall," "Fire and Ice," and "Home Burial by Robert Frost</p> <p>Poetry Outloud CD and website</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guides</p>	<p>As an introduction to the unit, have students look at/listen to contemporary musicians' lyrics and identify poetic devices employed by song writers.</p> <p>Take notes from a power point presentation re: common poetic devices.</p> <p>With a partner, do a close reading of a poem for both structure and meaning and present this information to the class.</p> <p>Read/ discuss/ analyze a variety of poems, including both structured and free verse.</p> <p>Write a thesis driven analysis of two or more poems with similar themes that examines the poem's meaning and structure.</p> <p>Do posters highlighting poetry terms; posters are to display the term, define the terms, give an example of their use and have appropriate graphics. Completed student posters will be used to create a "Wall of Poetry Terms"</p>	<p>Objective test on poetry terms</p> <p>Poetry analysis essay</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Journal entries</p> <p>Poetry terms posters</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do writers of poetry protect cultural values while at the same time expanding the readers' world view?</p> <p>How does poetry serve as an indicator of social conscience in times of political or social unrest?</p> <p>How can literary works cause us to reconsider our accepted values?</p>	<p>Raad World War I Trench poets and identify literary elements/poetic devices which contribute to the poets' arguments about the costs of war.</p> <p>Identify how Harlem Renaissance poets contributed to changes in Americans' perceptions of African Americans.</p> <p>Analyze various poems to determine how audience, subject, and historical period affect the reception and appreciate of each piece.</p> <p>Assume the role of poets and work cooperatively on the writing of original poetry on given themes and in specific formats.</p> <p>Recognize any preconceived ideas that the students may have regarding issues/subjects raised by poems in this unit and determine if their views were changed by any of the poems considered</p> <p>Researching Making inferences Compare/contrast Critical reading Poetry writing Poetry analysis Cooperative learning</p>	<p>The Heath Guide to Poetry selections, including: "Jabberwocky" by Lewis Carroll, "To An Athlete Dying Young," by A. E. Houseman, "Ode on a Grecian Urn" by John Keats, "Dover Beach" by Matthew Arnold, "Dulce et Decorum Est," by Wilfred Owen, "My Papa's Waltz," by Theodore Roethke, "The Death of a Toad," by Richard Wilbur, "I, Too, Sing America" and "Dreams" by Langston Hughes, "We Real Cool" by Gwendolyn Brooks, "Nothing Gold Can Stay," "Out, Out", "Mending Wall," "Fire and Ice," and "Home Burial by Robert Frost Poetry Outloud Website</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guides</p>	<p>Students will review terms that contribute to the making of a poem, such as mood, tone, diction, theme, figurative language, etc. They will then read World War I Trench Poets and use color marking to identify literary devices.</p> <p>Students will research a write an essay about one of the Trench Poets which must include an analysis of at least two of his poems.</p> <p>In small groups students will be assigned a Harlem Renaissance poet. In a cooperative learning project, students will research biographical information as well as literary criticism and historical context to determine the poet's impact on American society. Student groups will give an oral presentation to the class using both a power point presentation and poster about their assigned poets.</p> <p>Each student will be assigned a theme and a specific type of poetry (i.e.ballad, sonnet, free verse, etc) He/she will work in small groups with other students assigned the same theme and format to compose a "book" of original poetry.</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Essays</p> <p>Cooperative learning projects on Harlem Renaissance poets and the writing of original poetry.</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods • A wide variety of assessments and strategies complement the individual learning experience. 				

**Freehold Regional High School District
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Unit #5: The Emergence of Humanism

Enduring Understanding: During the Renaissance developments in literature, art, music and philosophy demonstrated a broad based shift in Western Europeans’ perception about the dignity of the individual and the universal value of human life.

Enduring Understanding: Character development and motivation revolve around universal moral dilemmas confronting all of us as part of the human condition.

Essential Questions: Do all individuals in our society have adequate opportunities to determine their future?

At what age—if any—do we understand the difference between right and wrong?

Are people inherently either good or evil, or do specific life events determine which path in life we choose to follow?

What impact does self interest have on us when we confront moral dilemmas?

What is worth sacrificing our own security and comfort for?

What are your most positive personal character traits? Your most negative?

Unit Goal: The students will write an expository essay about the ways general and specific characters in literature confront and resolve moral dilemmas.

Duration of Unit: 6 weeks

NJCCCS: 8.1.12. A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12. A-D, 3.4.12.A-C, 3.5.12.A-C

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What ideas defined the Renaissance?</p> <p>How did literature, art, music and philosophy combine to create the Renaissance?</p>	<p>Define humanism.</p> <p>Enumerate the central ideas of the Renaissance</p> <p>Analyze the impact of art and music on the literature of the period.</p> <p>Review Ancient Greek ideas that triggered the Renaissance</p> <p>Identify major figures of the Italian Renaissance and discuss their contributions to the philosophy of humanism</p> <p>Write an expository essay</p> <p>Work Cooperatively on Research project and presentation.</p> <p>Use correct MLA format in research and writing</p> <p>Make inferences</p> <p>Compare/contrast</p>	<p>Readings from the text:</p> <p>“The Humanist Vision”</p> <p>“Renaissance Sonnets”</p> <p>“Renaissance Paintings”</p> <p>Internet</p> <p>Media Center</p> <p>Print Resources</p> <p>MLA Guides</p>	<p>Read/analyze/discuss “The Humanist Vision,” Renaissance Sonnets,” and “Renaissance Paintings”</p> <p>Students will take notes from a teacher-made power point presentation re: the major ideas and figures of the Italian Renaissance and their relation to ideas first introduced by the Ancient Greeks.</p> <p>Students will be divided into cooperative learning groups and assigned a Renaissance writer, artist or composer to research.</p> <p>Based on above research, groups will instruct class about the significance/achievements of their assigned writer, artist, or composer.</p> <p>Students will read and review several poems using “color marking” to trace themes and motifs reflecting humanism</p> <p>Students will select several pieces of art from the period and “match” the art with their selected poem which should reflect humanist values.</p>	<p>Objective and essay test on readings from text.</p> <p>Critical reading/comprehension questions on readings from text</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Journal entries</p> <p>Cooperative learning projects</p> <p>Essays</p> <p>Literature Arts I Writing Link: Major characters in both Shakespearean tragedies Romeo and Juliet and Julius Caesar are confronted with moral dilemmas that literally have life and death consequences. Choose a character from each play who must confront a moral dilemma. Select one who you believe made the right choice in confronting the moral dilemma, and one who you believe made the wrong choice. Write a well-organized, adequately supported expository essay in which you demonstrate to the reader why you believe one character made the right choice and the other the wrong choice when confronting their moral dilemmas.</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Who were the key figures and major works of the English Renaissance?</p> <p>How did Elizabethan drama portray the common man and how was this different from periods prior to the Renaissance?</p> <p>How did the Renaissance bring change to the political and social climate of Western Europe?</p> <p>What role did the spread of the Bubonic Plague have on literature, art and music of the Renaissance?</p>	<p>Content: Define the elements of Elizabethan Drama</p> <p>Compare the Italian and English Renaissance.</p> <p>Recognize the interrelatedness of the arts.</p> <p>Describe and analyze the impact of politics on the arts during the Renaissance.</p> <p>Research the Bubonic Plague's impact on Western Europe during the Renaissance.</p> <p>Explain or refute relevance of humanist values in contemporary society.</p> <p>Skills: Researching Making inferences Compare/contrast Critical reading Expository writing Oral presentation</p>	<p>Romeo and Juliet</p> <p>Readings from the text: "The Humanist Vision" "Renaissance Sonnets" "Renaissance Paintings"</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guide</p> <p>Films: Romeo and Juliet, Hotel Rwanda</p>	<p>Students will read/discuss/analyze in class and in homework assignments Romeo and Juliet.</p> <p>Students will take part in a cooperative learning assignment in which students memorize and perform selected scenes from Romeo and Juliet</p> <p>Students will role play in which they will assume the personas of famous figures of the Renaissance and engage in a "mock" tail party in which they express and exchange key ideas associated with their assigned persona.</p> <p>Students will keep a record in their journals of modern day political and/or social events that either follow or refute humanist themes.</p> <p>Students will research and make posters dealing with the spread and impact of the Bubonic plague on different Western European Countries.</p> <p>Students will take part in a cooperative learning assignment in which student groups will research and compose a power point presentation on different modern day plagues and natural disasters.</p> <p>Students will select contemporary music lyrics or poems and then identify/explain their humanist themes.</p> <p>Students will view the film Hotel Rwanda in preparation for an expository essay addressing the question: Are humanist values still relevant in the world today?</p>	<p>Written tests and quizzes</p> <p>Act by Act critical reading questions for Romeo and Juliet</p> <p>Worksheets</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Essays</p> <p>Cooperative learning projects</p> <p>Role playing</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

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Unit #6: The Cultural Impact of Religious Belief

Enduring Understanding: Religious differences in the contemporary society can promote inter-religious understanding and alleviate prejudice.
Religious intolerance leads to prejudice, injustice and acts of inhumanity.

Essential Questions: Does moral human behavior depend on the concept of an after life?
How can religious beliefs be employed to unite people?
What qualities or characteristics are common to all religions?
How can religious intolerance lead to acts of injustice and violence?
Is it possible for individuals to find meaning in their lives without religion?
Are citizens in religiously diverse societies like ours more or less tolerant of the beliefs of others?

Unit Goals: The students will work cooperatively in writing a satiric or allegorical piece dealing with a contemporary controversy.
The students will write a culminating portfolio comprised of reflective, autobiographical creative writing assignments.

Duration of Unit: 5 weeks

NJCCCS: 8.1.12. A, 3.1.12.A-H, 3.2.12.A-D, 3.3.12. A-D, 3.4.12.A-C, 3.5.12.A-C

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Does moral human behavior depend on the concept of an after life?</p> <p>What qualities or characteristics are common to all religions?</p>	<p>Define aspects of spirituality.</p> <p>Define faith</p> <p>Examine/analyze common characteristics in several major religions</p> <p>Investigate and compare several major religions' concept of an afterlife.</p> <p>Identify major figures responsible for the development of major religions.</p> <p>Work Cooperatively on Research project and presentation.</p> <p>Use correct MLA format in research and writing</p> <p>Make inferences</p>	<p>“The Ten Commandments”</p> <p>“Psalms”</p> <p>“Confucianism and Taoism”</p> <p>“Persecution of the Christians”</p> <p>“The Teachings of Jesus”</p> <p>“The Struggle Over Icons”</p> <p>“Islamic Mysticism”</p> <p>“Faith and Reason”</p> <p>“Science and Religion”</p> <p>“Idols and False Notions”</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guides</p>	<p>Read/analyze/discuss readings from text on origins of, descriptions of major religions of the East and West.</p> <p>Students will work in groups to research the core concepts of major religions and develop a power point presentation for the class. Research and role-play the founders of the major religions and engage in a symposium to discuss the merits of their assigned religion.</p> <p>Students will write journal entries on their views of an after life and share these with the class.</p> <p>Students will work in cooperative learning groups to prepare a chart that lists similarities in the beliefs of the major religions.</p> <p>Students will bring in current event articles about their assigned religion and create a bulletin board to display the articles and write summaries of the articles' content and discuss with the class.</p>	<p>Objective and essay test on readings from text.</p> <p>Critical reading/comprehension questions on readings from text</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Journal entries</p> <p>Cooperative learning projects</p> <p>Essays</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is an allegory?</p> <p>What led Dante to write his epic poem about the Medieval Catholic Church?</p> <p>How can religious intolerance lead to acts of injustice and violence?</p> <p>Why is Dante's Divine Comedy considered the greatest literary achievement of the Middle Ages?</p>	<p>Content: Define allegory</p> <p>Analyze poetic devices</p> <p>Identify and explain the concept of symbolic retribution.</p> <p>Recognize symbolic significance of certain numbers to Medieval Catholics, i.e. 3, 7, 13 and 100</p> <p>Describe and analyze the impact of politics on the Medieval Catholic Church.</p> <p>Identify/analyze the structure of Dante's trilogy and its relation to the Medieval Catholic world view.</p> <p>Skills: Researching Making inferences Compare/contrast Critical reading Expository writing Oral presentation Cooperative Learning</p>	<p>Dante's Inferno</p> <p>Internet</p> <p>Media Center Print Resources</p> <p>MLA Guide</p> <p>Film: Defending Your Life, What Dreams May Come</p>	<p>Students will take notes from a teacher-made power point on the life and works of Dante</p> <p>Students will read/analyze/discuss the first 1/3 of The Inferno, i.e. cantos 1-12.</p> <p>Students will work in cooperative learning groups to analyze and present their findings to the class regarding the remaining two thirds of The Inferno.</p> <p>Students will create a three dimensional version of one Dante's levels of Hell.and present to class.</p> <p>Students will work on a Creative Writing Portfolio throughout this unit dealing with reflective, autobiographical pieces.</p> <p>Students will compare Dante's approach to criticizing elements of his society with Chaucer's approach (from Literature Arts I Class)</p> <p>Students will work cooperatively on a project in which they must write original cantos in Dante's style dealing with modern "sins" not considered by Dante, i.e. pollution, animal cruelty, illegal drug use, etc.</p> <p>Students will view two films dealing with different views of an after life, i.e. Defending Your Life and What Dreams May Come, and then write an essay which compares these films' views of an after life with Dante's views.</p>	<p>Written tests and quizzes</p> <p>Comprehension questions on individual cantos in The Inferno</p> <p>Worksheets</p> <p>Project assessments</p> <p>Rubric-driven oral presentations</p> <p>Essays</p> <p>Cooperative learning projects</p> <p>Creative Writing Portfolio</p> <p>Literature Arts I Writing Link: Students will work cooperatively in writing either a Chaucer-like satire (from Literature Arts I) or a Dante-like allegorical piece about a current controversial issue.</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.