

Secaucus  
Board of  
Education

# Banned Books: A Study of Censorship

Course Code 1541

*English Department*

**CENSORED**  
**CENSORED**

*Born on August 2017*

*Aligned to the NJSLA for English/Language Arts (2016), Technology (2014), and 21st Century Life and Careers (2014)*

*Adopted by the Secaucus Board of Education on August 24, 2017*

### **District Equity Statement**

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

### **Course Description**

This course is to investigate the issue of censorship from multiple perspectives. In the process, students will have the opportunity to reflect upon their own values and their thoughts about the role of literature in shaping them. Students will study the history of censoring and analyze debates for and against censorship. Students will study a section of historically banned and/or challenged novels alongside other media that either comments on, embraces, or reflects viewpoints about censorship. In addition to scholarly articles and historical documents, readings may include literary works such as *A Separate Peace*, *Speak*, *Water for Elephants*, *The Kite Runner*, *Inherit the Wind*, various children's' books, and challenged materials in music, film, and television.

### **Interdisciplinary Connections**

- ★ Music
- ★ History
- ★ Art
- ★ Media (film and television)

**Course Modifications (ELLs, Special Education, Gifted and Talented)**

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<b>Unit:</b>	<b>History of Censorship</b>					
<b>Timing:</b>	Approximately 4 weeks - pacing, summative and formative assessments will be differentiated as per readiness level, student needs, and IEP/504 modifications					
<b>Standards:</b>	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/ Listening	Language
	RL.9-10.2	RL.11-1	W.9-10.2.D	W.11-12.2.D	SL.9-10.1.A	L.9-10.1.B
	RL.9-10.3	2.2	W.9-10.3.A	W.11-12.3.A	SL.9-10.1.C	L.9-10.2
	RL.9-10.4	RL.11-1	W.9-10.3.B	W.11-12.3.B		L.9-10.3.A
RL.9-10.5	2.3	W.9-10.3.C	W.11-12.3.C	SL.11-12.1.	L.9-10.4	
RL.9-10.6	RL.11-1	W.9-10.3.D	W.11-12.3.D	A		
RL.9-10.7	2.4	W.9-10.3.E	W.11-12.3.E	SL.11-12.1.	L.11-12.1.B	
RL.9-10.1	RL.11-1	W.9-10.5	W.11-12.5	C	L.11-12.2	
0	2.5	W.9-10.9	W.11-12.9		L.11-12.3.A	
	RL.11-1	W.9-10.10	W.11-12.10		L.11-12.4	
	2.7					
	RL.11-1					
	2.10					
		Tech 8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2				
	Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11				

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>● What is censorship?</li> <li>● Has censorship been historically successful?</li> <li>● To what extent is censorship beneficial or harmful?</li> <li>● What are the role of books and reading in our society?</li> <li>● How are values/ideologies/social institutions implicitly or explicitly supported or rejected through the act of censoring something?</li> <li>● How is looking at multiple perspectives on censorship important in understanding the purpose for and effects of censorship?</li> <li>● How do writers persuade their audiences to think,</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the difference between censorship, banned, challenged, censored</li> <li>● Differentiate the types of censorship</li> <li>● Trace the logical development of an author’s argument, point of view, or perspective</li> <li>● Evaluate arguments, point of views or perspectives for accuracy and appropriateness of the evidence</li> <li>● Infer and draw conclusions based on explicit and implied information from texts</li> <li>● Evaluate clarity and accuracy of information, as well as the credibility of sources</li> <li>● Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations</li> </ul>	<p style="text-align: center;"><b>Sample Assignments</b></p> <ul style="list-style-type: none"> <li>● <b>4 Corners</b> Students will form and discuss their stances on multiple issues related to censorship. The room will be divided into four different sections, labeled as such: strongly agree, somewhat agree, somewhat disagree and strongly disagree. After a prompt is given, students will be required to take a stance, and then at least one or two people (or more) from each corner will explain their position. Often times, students from different “corners” discover that they actually have very similar viewpoints, but that they interpreted the prompt differently. Alternately, some students in the same corner may realize that the position themselves in the same corner but might have different reasons for taking that stance. The four corners activity will also be extended into a writing prompt.</li> <li>● <b>Case Study of Hazelwood School District vs. Kuhlmeir</b> Students will review and discuss</li> </ul>

<p>feel, or act in a certain way?</p>		<p>this case involved in the freedom of expression in public schools in order to form a better understanding of The First Amendment and how government officials are allowed to make decisions to limit/censor expression of certain ideas. Students will have the opportunity to defend or challenge the court rulings in a discussion and subsequent writing assignment.</p>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<ul style="list-style-type: none"> <li>● Daily Warm Ups</li> <li>● Class participation and presentations</li> <li>● Analytical writing</li> <li>● Annotating texts</li> <li>● Tests</li> <li>● Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Transcript of Hazelwood School District vs. Kuhlmeir</li> <li>● Historical documents</li> <li>● Interactive Whiteboard</li> <li>● DVD/video player</li> <li>● Laptops with Internet access</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">The Long History of Censorship</a></li> <li>● <a href="#">A Brief History of Censorship</a></li> <li>● <a href="#">Timeline of Censorship</a></li> <li>● <a href="#">US Courts - Hazelwood SD vs. Kuhlmeir</a></li> </ul>

<b>Unit:</b>	<i>Speak</i> by Laurie Halse Anderson					
<b>Timing:</b>	Approximately 6 weeks - pacing, summative and formative assessments will be differentiated as per readiness level, student needs, and IEP/504 modifications					
<b>Standards:</b>	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/ Listening	Language
	RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.10	RL.11-1 2.2 RL.11-1 2.3 RL.11-1 2.4 RL.11-1 2.5 RL.11-1 2.7 RL.11-1 2.10	W.9-10.2.D W.9-10.3.A W.9-10.3.B W.9-10.3.C W.9-10.3.D W.9-10.3.E W.9-10.5 W.9-10.9 W.9-10.10	W.11-12.2.D W.11-12.3.A W.11-12.3.B W.11-12.3.C W.11-12.3.D W.11-12.3.E W.11-12.5 W.11-12.9 W.11-12.10	SL.9-10.1.A SL.9-10.1.C  SL.11-12.1. A SL.11-12.1. C	L.9-10.1.B L.9-10.2 L.9-10.3.A L.9-10.4  L.11-12.1.B L.11-12.2 L.11-12.3.A L.11-12.4
	Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2				
	Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11				



Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>● How can a person’s decisions and actions change his/her life?</li> <li>● In the face of adversity, what causes some individuals to prevail while others fail?</li> <li>● How can we form and shape our identities?</li> <li>● When should an individual take a stand in opposition to an individual or larger group?</li> <li>● What does silence do to a person?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify why this novel was banned/challenged</li> <li>● Distinguish the subtle and overt ways people are ostracized</li> <li>● Recognize symbolism to uncover deeper, complex, personal &amp; universal meanings</li> <li>● Identify figurative language</li> <li>● Differentiate stereotypes and how to see past them</li> <li>● Create a real world connections between literature and society</li> <li>● 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; provide an objective summary of the text</li> <li>● 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</li> <li>● Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</li> <li>● Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</li> <li>● more deeply understand characters in the text</li> </ul>	<p><b>Sample Assignments</b></p> <ul style="list-style-type: none"> <li>● <b>Creation of Character Chart</b>            Fill in the chart below to organize information about particular characters that you are reading about within the text.            Character’s name            Biographical information            Major actions taken (include page numbers)            Important quotations (include page numbers)</li> <li>● <b>Visual Representation of Sanctuary</b>            Using images and words, illustrate the closet and show how it represents a sanctuary for Melinda. Make sure to: analyze textual evidence (key images and details) about what Melinda’s closet represents from her perspective write taglines (quotations) from the book to serve as labels for the picture you create use the space below (or a separate piece of paper)</li> <li>● <b>Four Corners Chart</b></li> </ul>

	<ul style="list-style-type: none"> <li>● develop the skill of looking for textual evidence</li> </ul>	<p>Melinda goes through many psychological, physical, and emotional changes throughout the school year. List as many of those changes as you possibly can in the spaces below. Identify each change. Write a PS for psychological, a PH for physical, and an E for emotional.</p> <ul style="list-style-type: none"> <li>● <b>Spectrum of Harmfulness</b> Rank the following characters by their degree of harmfulness to Melinda by placing them on the spectrum. Heather IT Melinda's parents Mr. Neck Rachel/Rachelle</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<ul style="list-style-type: none"> <li>● Daily Warm Ups</li> <li>● Anticipation Guide</li> <li>● Socratic Seminar of Anticipation Guide</li> <li>● Character Trait Learning Ambassadors</li> <li>● Symbol Chart and Meaning</li> <li>● Reading Log</li> <li>● Discussion Groups</li> <li>● Written Conversation</li> </ul>	<ul style="list-style-type: none"> <li>● Novel</li> <li>● DVD of <i>Speak</i></li> <li>● Anticipation Guide</li> <li>● Character Chart</li> <li>● Laptops with Internet Access</li> <li>● Interactive Whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Speak Study Guide</a></li> <li>● <a href="#">Character Chart</a></li> <li>● <a href="#">Critical Essay</a></li> <li>● <a href="#">Speak Assignments</a></li> </ul>

<ul style="list-style-type: none"><li>• Compare/Contrast the movie and book.</li><li>• Reading Quizzes</li></ul>		
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<b>Unit:</b>	<b><i>The Kite Runner</i> by Khaled Hosseini</b>					
<b>Timing:</b>	Approximately 6 weeks - pacing, summative and formative assessments will be differentiated as per readiness level, student needs, and IEP/504 modifications					
<b>Standards:</b>	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/ Listening	Language
	RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.10	RL.11-1 2.2 RL.11-1 2.3 RL.11-1 2.4 RL.11-1 2.5 RL.11-1 2.7 RL.11-1 2.10	W.9-10.2.D W.9-10.3.A W.9-10.3.B W.9-10.3.C W.9-10.3.D W.9-10.3.E W.9-10.5 W.9-10.9 W.9-10.10	W.11-12.2.D W.11-12.3.A W.11-12.3.B W.11-12.3.C W.11-12.3.D W.11-12.3.E W.11-12.5 W.11-12.9 W.11-12.10	SL.9-10.1.A SL.9-10.1.C  SL.11-12.1. A SL.11-12.1. C	L.9-10.1.B L.9-10.2 L.9-10.3.A L.9-10.4  L.11-12.1.B L.11-12.2 L.11-12.3.A L.11-12.4
	Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2				
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>● Does the Universal Declaration of Human Rights actually grant rights to everyone?</li> <li>● How are human rights challenged all over the world? Our country? Our town? In our own school?</li> <li>● How is power used and abused? Who makes the rules? Why? What makes a leader?</li> <li>● How do humans explain their existence in the universe?</li> <li>● Why do humans create art?</li> <li>● What are human rights? Who decides what is right and wrong?</li> <li>● How does where we live impact who we are?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify why this novel was banned/challenged</li> <li>● Engage students in discussion of personal and collective responsibility, with specific emphasis on forgiveness, reconciliation, redemption, social responsibility and activism</li> <li>● Understand the plight of refugees and internally displaced peoples and to critically consider the challenges associated with resettlement</li> <li>● Brainstorm definitions for terms such as regionalism, warlordism and fundamentalism with regard to human rights</li> <li>● Understand human rights issues that arise through ethnic rivalries</li> <li>● Understand that group and cultural influences contribute to human development, identity and behavior</li> <li>● Identify figurative language</li> <li>● Differentiate stereotypes and how to see past them</li> <li>● Create a real world connections between literature and society</li> <li>● 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; provide an objective summary of the text</li> <li>● Determine the meaning of words and phrases as they are used in the text, including</li> </ul>	<p><b>Sample Assignments</b></p> <ul style="list-style-type: none"> <li>● <b>Google Lit Trip</b> Using Google Earth, students will “visit” Afghanistan and follow a Google Lit Trip Tour Guide through the country visiting various important landmarks from the novel</li> <li>● <b>Introduction to Afghanistan</b> (map exercise - see Amnesty Resources below)</li> <li>● Understanding the Taliban</li> <li>❖ Divide the class into 3 groups.</li> <li>❖ Assign the following tasks to groups- Be sure that groups have information about the tasks of the other groups</li> <li>❖ Have students in Group A write down their daily routine. What do they do from the minute they wake up until about 5pm on school days?</li> <li>❖ Distribute Handout to Groups B and C 6. Group B must read through the Taliban’s Rules and Group C must examine the Taliban’s</li> </ul>

<ul style="list-style-type: none"> <li>• How has fundamentalism affected the rights of women, girls, refugees and internally displaced people all over the world?</li> </ul>	<p>figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <ul style="list-style-type: none"> <li>• Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</li> <li>• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</li> <li>• more deeply understand characters in the text</li> <li>• develop the skill of looking for textual evidence</li> </ul>	<p>punishments</p> <ul style="list-style-type: none"> <li>❖ Give the three groups about 7-10 minutes to complete their tasks</li> <li>❖ Now, pick one representative from Group B to call on random students from Group A. The representative must ask: “Girl/Boy, what is your daily routine?”</li> <li>❖ Whoever is chosen must slowly list each thing that they have written as part of their daily routine.</li> <li>❖ For each thing on the routine that is against Taliban Rules, members of Group B must scream “Violation!” out loud</li> </ul> <ul style="list-style-type: none"> <li>• <b>Analyzing the Taliban through a Human Rights Lens</b> (see chart below in resources)</li> <li>• <b>Creation of Character Chart</b> Fill in the chart below to organize information about particular characters that you are reading about within the text. Character’s name Biographical information Major actions taken (include page numbers)</li> </ul>
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		Important quotations (include page numbers)
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<ul style="list-style-type: none"> <li>● Daily Warm Ups</li> <li>● Anticipation Guide</li> <li>● Socratic Seminar of Anticipation Guide</li> <li>● Character Trait Learning Ambassadors</li> <li>● Symbol Chart and Meaning</li> <li>● Reading Log</li> <li>● Discussion Groups</li> <li>● Written Conversation</li> <li>● Compare/Contrast the movie and book.</li> <li>● Reading Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Kite Runner</i> novel</li> <li>● DVD of <i>The Kite Runner</i></li> <li>● Transcript and audio of interview with Khaled Hosseini</li> <li>● Various charts and graphic organizers</li> <li>● Laptops that support Google Earth</li> <li>● Interactive Whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">NY Times Learning Blog</a></li> <li>● <a href="#">NPR Interview</a></li> <li>● <a href="#">Amnesty USA Human Rights and The Kite Runner</a></li> <li>● <a href="#">Teachers' Guide to the The Kite Runner</a></li> </ul>

<b>Unit:</b>	<i>Water for Elephants</i> by Sara Gruen					
<b>Timing:</b>	Approximately 6 weeks - pacing, summative and formative assessments will be differentiated as per readiness level, student needs, and IEP/504 modifications					
<b>Standards:</b>	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/ Listening	Language
	RL.9-10.2	RL.11-1	W.9-10.2.D	W.11-12.2.D	SL.9-10.1.A	L.9-10.1.B
	RL.9-10.3	2.2	W.9-10.3.A	W.11-12.3.A	SL.9-10.1.C	L.9-10.2
	RL.9-10.4	RL.11-1	W.9-10.3.B	W.11-12.3.B		L.9-10.3.A
RL.9-10.5	2.3	W.9-10.3.C	W.11-12.3.C	SL.11-12.1.	L.9-10.4	
RL.9-10.6	RL.11-1	W.9-10.3.D	W.11-12.3.D	A		
RL.9-10.7	2.4	W.9-10.3.E	W.11-12.3.E	SL.11-12.1.	L.11-12.1.B	
RL.9-10.1	RL.11-1	W.9-10.5	W.11-12.5	C	L.11-12.2	
0	2.5	W.9-10.9	W.11-12.9		L.11-12.3.A	
	RL.11-1	W.9-10.10	W.11-12.10		L.11-12.4	
	2.7					
	RL.11-1					
	2.10					
Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2					
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					



Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>● How is power used and abused? Who makes the rules? Why? What makes a leader?</li> <li>● How do humans explain their existence in the universe?</li> <li>● Why do humans create art?</li> <li>● What are human rights? Who decides what is right and wrong?</li> <li>● How does where we live impact who we are?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand that group and cultural influences contribute to human development, identity and behavior</li> <li>● Identify figurative language</li> <li>● Differentiate stereotypes and how to see past them</li> <li>● Create a real world connections between literature and society</li> <li>● 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; provide an objective summary of the text</li> <li>● 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</li> <li>● Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</li> <li>● Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</li> <li>● more deeply understand characters in the text</li> <li>● develop the skill of looking for textual evidence</li> </ul>	<p><b>Sample Assignments</b></p> <ul style="list-style-type: none"> <li>● <b>Writing Assignments</b> --In what ways is <i>Water for Elephants</i> a survival story? A love story? An adventure?  --The book begins with a quote from <i>Horton Hatches the Egg</i> by Dr. Seuss: "I meant what I said, and I said what I meant...An elephant's faithful—one hundred percent!" What is the role of faithfulness and loyalty in <i>Water for Elephants</i>? How do different characters define loyalty? (Jacob, Walter, Uncle Al).</li> <li>● <b>Poetry Analysis</b> "The Listeners" by Walter de la Mare, 1912 journal Analyze and annotate the poem</li> <li>● <b>Great Depression Reflection</b> Interview someone who lived during the Great Depression, or someone whose parents lived during the Great Depression, write a 1-2 page reflection.</li> </ul>

Assessments:	Materials:	Resources:
<ul style="list-style-type: none"> <li>● Daily Warm Ups</li> <li>● Anticipation Guide</li> <li>● Socratic Seminar of Anticipation Guide</li> <li>● Character Trait Learning Ambassadors</li> <li>● Symbol Chart and Meaning</li> <li>● Reading Log</li> <li>● Discussion Groups</li> <li>● Written Conversation</li> <li>● Compare/Contrast the movie and book.</li> <li>● Reading Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Water for Elephants</i> novel</li> <li>● DVD of film</li> <li>● Laptops with internet access</li> <li>● Interactive Whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Thought Co. Discussion Questions</a></li> <li>● <a href="#">The Listeners</a></li> <li>● <a href="#">Water for Elephants discussion questions</a></li> <li>● <a href="#">Circus History</a></li> </ul>

<b>Unit:</b>	<i>Inherit the Wind</i> by Jerome Lawrence					
<b>Timing:</b>	Approximately 6 weeks - pacing, summative and formative assessments will be differentiated as per readiness level, student needs, and IEP/504 modifications					
<b>Standards:</b>	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/ Listening	Language
	RL.9-10.2	RL.11-1	W.9-10.2.D	W.11-12.2.D	SL.9-10.1.A	L.9-10.1.B
	RL.9-10.3	2.2 RL.11-1	W.9-10.3.A	W.11-12.3.A	SL.9-10.1.C	L.9-10.2
	RL.9-10.4	2.3 RL.11-1	W.9-10.3.B	W.11-12.3.B	SL.11-12.1.	L.9-10.3.A
RL.9-10.5	2.4 RL.11-1	W.9-10.3.C	W.11-12.3.C	A	L.9-10.4	
RL.9-10.6	2.5 RL.11-1	W.9-10.3.D	W.11-12.3.D	SL.11-12.1.	L.11-12.1.B	
RL.9-10.7	2.6 RL.11-1	W.9-10.3.E	W.11-12.3.E	C	L.11-12.2	
RL.9-10.10	2.7 RL.11-1	W.9-10.5	W.11-12.5		L.11-12.3.A	
	2.10 RL.11-1	W.9-10.9	W.11-12.9		L.11-12.4	
		W.9-10.10	W.11-12.10			
	Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2				
	Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11				

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>● Why do people "take a stand" for something they believe in?</li> <li>● How can we handle our individual differences?</li> <li>● Does tolerance equal acceptance?</li> <li>● Can we tolerate something/someone without agreeing with it/them?</li> <li>● How is power used and abused? Who makes the rules? Why? What makes a leader?</li> <li>● How do humans explain their existence in the universe?</li> <li>● Why do humans create art?</li> <li>● What are human rights? Who decides what is right and wrong?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● use a primary source to understand a character's motivation</li> <li>● compare and contrast opposing arguments</li> <li>● connect between themes of the play and their own lives</li> <li>● Understand that group and cultural influences contribute to human development, identity and behavior</li> <li>● Identify figurative language</li> <li>● Differentiate stereotypes and how to see past them</li> <li>● Create a real world connections between literature and society</li> <li>● 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; provide an objective summary of the text</li> <li>● 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</li> <li>● Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</li> <li>● Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying</li> </ul>	<p><b>Sample Assignments</b></p> <ul style="list-style-type: none"> <li>● <b>Webquest</b> Visit and explore each of the websites listed [in resources]. Answer each of these questions to obtain background information about <i>Inherit the Wind</i>. Jot your answers down in your own words.</li> <li>● <b>Dramatic Reading</b> Students will choose roles and participate in a dramatic reading of the play.</li> <li>● <b>Town Fair Potluck</b> Students in the class will bring in an item of food either listed in the play or one they feel is appropriate to demonstrate the town of Hillsboro. While hosting this town fair potluck, students discuss who they feel should win the trial and why.</li> <li>● <b>Writing Assignment</b> As you probably know by now, there are many theories about how people came to exist. The two main theories are called creationism and evolution.</li> </ul>

<ul style="list-style-type: none"> <li>• How does where we live impact who we are?</li> </ul>	<p>any fallacious reasoning or exaggerated or distorted evidence</p> <ul style="list-style-type: none"> <li>• more deeply understand characters in the text</li> <li>• develop the skill of looking for textual evidence</li> </ul>	<p>Creationism is the theory that God created man in his own image, as is set forth in The Bible. Evolution is the theory that man evolved over millions of years from tiny life cells to monkeys and finally to man as we are today. Some people believe that both of these theories are possible at the same time; in other words, they believe no one knows exactly how long it took God to make man nor how He did it--perhaps He did it through evolution. Your assignment is to write a composition in which you state your own views on the subject. How do you think man came to exist? Do you believe in creationism, evolution, a combination of the two, or something else entirely?</p>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<ul style="list-style-type: none"> <li>• Daily Warm Ups</li> <li>• Anticipation Guide</li> <li>• Socratic Seminar of Anticipation Guide</li> <li>• Character Trait Learning Ambassadors</li> <li>• Symbol Chart and Meaning</li> <li>• Reading Log</li> </ul>	<ul style="list-style-type: none"> <li>• Webquest</li> <li>• Chromebooks with internet access</li> <li>• PDF of <i>Inherit the Wind</i></li> <li>• DVD of <i>Inherit the Wind</i></li> <li>• Pictures from trial</li> <li>• Interactive Whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Inherit the Wind Webquest</a></li> <li>• <a href="#">PDF of Inherit the Wind</a></li> <li>• <a href="#">Photos from the trial</a></li> <li>• <a href="#">PBS Scopes Trial</a></li> </ul>

<ul style="list-style-type: none"><li>● Discussion Groups</li><li>● Written Conversation</li><li>● Compare/Contrast the movie and the play</li><li>● Reading Quizzes</li></ul>		
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<b>Unit:</b>	<b>Movies, Television, and Music</b>					
<b>Timing:</b>	Approximately 4 - 6 weeks - pacing, summative and formative assessments will be differentiated as per readiness level, student needs, and IEP/504 modifications					
<b>Standards:</b>	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/ Listening	Language
	RL.9-10.2	RL.11-1	W.9-10.2.D	W.11-12.2.D	SL.9-10.1.A	L.9-10.1.B
	RL.9-10.3	2.2	W.9-10.3.A	W.11-12.3.A	SL.9-10.1.C	L.9-10.2
	RL.9-10.4	RL.11-1	W.9-10.3.B	W.11-12.3.B		L.9-10.3.A
RL.9-10.5	2.3	W.9-10.3.C	W.11-12.3.C	SL.11-12.1.	L.9-10.4	
RL.9-10.6	RL.11-1	W.9-10.3.D	W.11-12.3.D	A		
RL.9-10.7	2.4	W.9-10.3.E	W.11-12.3.E	SL.11-12.1.	L.11-12.1.B	
RL.9-10.10	RL.11-1	W.9-10.5	W.11-12.5	C	L.11-12.2	
	2.5	W.9-10.9	W.11-12.9		L.11-12.3.A	
	0	W.9-10.10	W.11-12.10		L.11-12.4	
	RL.11-1					
	2.7					
	RL.11-1					
	2.10					
		Tech				
		8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2				
		Career Ready Practices:				
		CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11				

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>● How does censoring/challenging movies, TV, music differ from other written work?</li> <li>● Can censorship be justified in some circumstances but not in others?</li> <li>● How is personal preference for music, film and television developed?</li> <li>● In what ways have people used music, film and television to express their values and describe their experiences?</li> <li>● How do music, film and television and history influence each other?</li> <li>● How does culture affect music, television and film?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand that group and cultural influences contribute to human development, identity and behavior</li> <li>● Identify figurative language</li> <li>● Determine a theme or central idea of a text (film, song, TV show) and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</li> <li>● 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</li> <li>● Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</li> <li>● Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</li> <li>● develop the skill of looking for textual evidence</li> </ul>	<p><b>Sample Assignments</b></p> <ul style="list-style-type: none"> <li>● <b>Movie and Television Rating System Debate and Overhaul</b> High school students are directly affected by movie and television ratings because in their recent history, they were considered “too young” for PG-13 movies, and at their current ages, nearly all of them are too young to get into a rated R movie. Students will analyze the current rating system, discuss how and why it has evolved (PG-13 today is not PG-13 from 15 years ago). They will discuss the relative merits of having a rating system as well as the difficulties of creating and using a rating system. Finally, students will think critically about both themes and levels of “censorable” material in television and movies and, in groups of 3-4, devise their own rating system with at least 4 different levels (like G, PG, PG-13, R). Their levels cannot have the same designations as the current system. They must also include at least 4-5 different categories on which to base the ratings (violence, language, sexual content, depiction of negative</li> </ul>



		<p>stereotypes etc.) This activity requires students to examine their own values/beliefs when they have to decide what should be rated and how.</p> <ul style="list-style-type: none"> <li>● <b>Music Censorship</b> Students will explore and discuss music censorship in terms of being “environmentally-appropriate.” Students will bring in music from their own lives and discuss where certain lyrics are appropriate or inappropriate and why. Students will also read an article about Wal-Mart refusing to carry certain music artists or albums because the album cover art or music lyrics go against Wal-Mart corporation’s beliefs. Students will discern what those beliefs are and, in effect, what beliefs are rejected by Wal-Mart’s censorship of this material.</li> </ul>
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<ul style="list-style-type: none"> <li>● Daily Warm Ups</li> <li>● Anticipation Guide</li> <li>● Socratic Seminar of Anticipation Guides</li> <li>● Symbol Chart and Meaning</li> <li>● Reading Log</li> </ul>	<ul style="list-style-type: none"> <li>● Laptops with internet access</li> <li>● Interactive Whiteboard</li> <li>● CD Player</li> <li>● DVD Player</li> <li>● Access to Netflix, Hulu, and Amazon Prime</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">NCAC - A Brief History of Film Censorship</a></li> <li>● <a href="#">Music and Censorship</a></li> <li>● <a href="#">CNN Timeline of television censorship</a></li> </ul>

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| <ul style="list-style-type: none"><li>• Discussion Groups</li><li>• Written Conversation</li></ul> |  |  |
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<b>Unit:</b>	<i>A Separate Peace</i> by John Knowles					
<b>Timing:</b>	Approximately 6 weeks - pacing, summative and formative assessments will be differentiated as per readiness level, student needs, and IEP/504 modifications					
<b>Standards:</b>	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/ Listening	Language
	RL.9-10.2	RL.11-1 2.2	W.9-10.2.D	W.11-12.2.D	SL.9-10.1.A	L.9-10.1.B
	RL.9-10.3	RL.11-1 2.3	W.9-10.3.A	W.11-12.3.A	SL.9-10.1.C	L.9-10.2
	RL.9-10.4	RL.11-1 2.4	W.9-10.3.B	W.11-12.3.B	SL.11-12.1.	L.9-10.3.A
RL.9-10.5	RL.11-1 2.5	W.9-10.3.C	W.11-12.3.C	SL.11-12.1. A	L.9-10.4	
RL.9-10.6	RL.11-1 2.6	W.9-10.3.D	W.11-12.3.D	SL.11-12.1. B	L.11-12.1.B	
RL.9-10.7	RL.11-1 2.7	W.9-10.3.E	W.11-12.3.E	SL.11-12.1. C	L.11-12.2	
RL.9-10.10	RL.11-1 2.10	W.9-10.5	W.11-12.5	SL.11-12.1. C	L.11-12.3.A	
RL.9-10.10	RL.11-1 2.10	W.9-10.9	W.11-12.9	SL.11-12.1. C	L.11-12.3.A	
RL.9-10.10	RL.11-1 2.10	W.9-10.10	W.11-12.10	SL.11-12.1. C	L.11-12.4	
Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2					
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>● Is war a necessary evil?</li> <li>● Is sin inevitable?</li> <li>● Is redemption possible?</li> <li>● How should we deal with guilt?</li> <li>● Does competition bring out the best or worst in people?</li> <li>● Is the loss of innocence inevitable?</li> <li>● How do the effects of war on this generation compare to the effects in the novel?</li> <li>● Do we need to accept the reality of evil in the human heart and world to survive?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand that group and cultural influences contribute to human development, identity and behavior</li> <li>● Identify figurative language</li> <li>● Differentiate stereotypes and how to see past them</li> <li>● Create a real world connections between literature and society</li> <li>● 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; provide an objective summary of the text</li> <li>● 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</li> <li>● Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</li> <li>● Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</li> <li>● more deeply understand characters in the text</li> </ul>	<p><b>Sample Assignments</b></p> <ul style="list-style-type: none"> <li>● <b>Essay</b> John Knowles’ novel <i>A Separate Peace</i> is the story of Gene Forrester who struggles to come to grips with the guilt over his role in a traumatic event from his childhood. The novel, told as a flashback by an adult Gene, looks back on his friendship with a private school classmate and Gene’s destructive feelings of jealousy, fear, and anger. Using the events from the book after chapter four, trace the journey by which Gene comes to grips with his true feelings about what happened.</li> <li>● <b>Compare / Contrast Essay</b> By focusing on the major conflicts in both <i>A Separate Peace</i> and <i>The Kite Runner</i>, write an essay that compares the two novels and what their central message is. You will support your thesis by selecting specific examples from both novels and</li> </ul>

	<ul style="list-style-type: none"> <li>● develop the skill of looking for textual evidence</li> </ul>	then discussing which novel presents the most accurate representation of true human nature.
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<ul style="list-style-type: none"> <li>● Daily Warm Ups</li> <li>● Anticipation Guide</li> <li>● Socratic Seminar of Anticipation Guide</li> <li>● Character Trait Learning Ambassadors</li> <li>● Symbol Chart and Meaning</li> <li>● Reading Log</li> <li>● Discussion Groups</li> <li>● Written Conversation</li> <li>● Compare/Contrast the movie and the play</li> <li>● Reading Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● <i>A Separate Peace</i> novel</li> <li>● DVD of film</li> <li>● Laptops with internet access</li> <li>● Interactive Whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">A Separate Peace essay prompts</a></li> <li>● <a href="#">Novel Unit</a></li> <li>● <a href="#">Storyboard That!</a></li> </ul>

<b>Unit:</b>	<b>Children’s Literature</b>					
<b>Timing:</b>	Approximately 6 weeks - pacing, summative and formative assessments will be differentiated as per readiness level, student needs, and IEP/504 modifications					
<b>Standards:</b>	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/ Listening	Language
	RL.9-10.2	RL.11-1 2.2	W.9-10.2.D	W.11-12.2.D	SL.9-10.1.A	L.9-10.1.B
	RL.9-10.3	RL.11-1 2.3	W.9-10.3.A	W.11-12.3.A	SL.9-10.1.C	L.9-10.2
	RL.9-10.4	RL.11-1 2.4	W.9-10.3.B	W.11-12.3.B	SL.11-12.1. A	L.9-10.3.A
RL.9-10.5	RL.11-1 2.5	W.9-10.3.C	W.11-12.3.C	SL.11-12.1. C	L.9-10.4	
RL.9-10.6	RL.11-1 2.7	W.9-10.3.D	W.11-12.3.D		L.11-12.1.B	
RL.9-10.7	RL.11-1 2.10	W.9-10.3.E	W.11-12.3.E		L.11-12.2	
RL.9-10.10	RL.11-1 2.10	W.9-10.5	W.11-12.5		L.11-12.3.A	
		W.9-10.9	W.11-12.9		L.11-12.4	
		W.9-10.10	W.11-12.10			
	Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2				
	Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11				

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>● Does a culture / community / institution have the right to censor its artists?</li> <li>● What are book bans and challenges, and what are some reasons why certain books are banned/challenged?</li> <li>● Why is access to books important?</li> <li>● What impact do book bans/challenges have on authors? On young adult readers? On communities?</li> <li>● Who has the right to control what is read?</li> <li>● What effect does censoring children have on them as adults?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify why each of the children’s stories were banned/challenged</li> <li>● Understand that group and cultural influences contribute to human development, identity and behavior</li> <li>● Identify figurative language</li> <li>● Differentiate stereotypes and how to see past them</li> <li>● Create a real world connections between literature and society</li> <li>● 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; provide an objective summary of the text</li> <li>● 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</li> <li>● Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</li> <li>● Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</li> </ul>	<p><b>Sample Assignments</b></p> <ul style="list-style-type: none"> <li>● <b>Toy Censorship</b> Students will work in groups of 3-4 on a review committee of potentially controversial toys. Each group reviews 3 different toys and fills in a chart that helps them look at each toy in very different ways. First, students list anything objectionable about the toy, even if it is a stretch of the imagination – anything that anyone might find wrong with the toy, from the way it looks to its function to the values it could potentially convey. Next, students look at the flipside: what are some positive values of this toy? Even if they do not personally agree, student groups list every aspect they can in both categories. This is the first of a few activities designed as “warm-ups” to get students to look at various cultural objects and ideas in different ways. Examples of toys: Barbie, G.I. Joe, Cookie Monster, Jesus Action Figure, “Bobo” clown dolls (basically punching bags for kids), Realistic Baby dolls (that cry, require “diaper change &amp; feeding), Baby dolls marketed specifically to boys, The game “Cowboys and Indians”, The game</li> </ul>

	<ul style="list-style-type: none"> <li>● more deeply understand characters in the text</li> <li>● develop the skill of looking for textual evidence</li> </ul>	<p>“Cops and Robbers”, BRATZ dolls, McDonalds Play Food/Cashier Set, “Play Money” sets</p> <ul style="list-style-type: none"> <li>● <b>Banned Books Comic</b> Using Bitstrips, students will create a comic that celebrates the First Amendment. Students should be creative - consider a villain burning books, etc.</li> <li>● <b>Celebrating Banned Books Characters</b> Students will celebrate characters from banned books through: dress-up, drawing, creating a poster, or an “In Defense of [-character-]” essay. Students should speak or write in the first person as their character (outside of the essay) describing who they are and why they should not be banned.</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<ul style="list-style-type: none"> <li>● Daily Warm Ups</li> <li>● Anticipation Guide</li> <li>● Socratic Seminar of Anticipation Guide</li> <li>● Character Trait Learning Ambassadors</li> <li>● Symbol Chart and Meaning</li> <li>● Reading Log</li> </ul>	<ul style="list-style-type: none"> <li>● Texts of:             <ul style="list-style-type: none"> <li>○ <i>Green Eggs and Ham</i></li> <li>○ <i>The Lorax</i></li> <li>○ <i>Goodnight, Moon</i></li> <li>○ <i>And Tango Makes Three</i></li> <li>○ <i>Where the Wild Things Are</i></li> <li>○ <i>The Giving Tree</i></li> <li>○ <i>The Story of Babar</i></li> </ul> </li> <li>● Photos of Banned Toys</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Thought Co. Childrens' Book Censorship</a></li> <li>● <a href="#">PBS Kids Lit</a></li> <li>● <a href="#">How Banned Books Marginalize Children</a></li> <li>● <a href="#">Huffington Post - 10 Surprising Banned Childrens Books</a></li> <li>● <a href="#">30 Banned and Challenged Kids Books</a></li> <li>● <a href="#">Buzzfeed - Classic Childrens' Books</a></li> </ul>



<ul style="list-style-type: none"><li>● Discussion Groups</li><li>● Written Conversation</li><li>● Reading Quizzes</li></ul>	<ul style="list-style-type: none"><li>● Laptops with internet access</li><li>● Interactive Whiteboard</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">that have been Banned in America</a></li><li>● <a href="#">Read, Write, Think - Celebrate Banned Books</a></li><li>● <a href="#">Banned Books Webques</a></li></ul>
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