

Literature Curriculum

Unit	Summary	Content Covered	Exemplary Uses of Internationals Approach	Developed By
Poetry and Short Stories	This unit gives students opportunities to develop their expressive linguistic skills through reading and writing poetry and short stories. In a collage project, students use computing skills and art to express their original poetry in a variety of forms. In an interdisciplinary component of the unit, students bring in and listen to music in their native languages to learn about pulse, beat, and rudiments of percussion and rhythm. They relate these concepts to poetry.	Reading and writing poetry and short stories, expressive language	Example of an interdisciplinary project incorporating music; good scaffolding for giving feedback on essay; language development of terms needed for discussing literature; integrating technology; integrating native language	Rachel Balsam & Simon Cohen (IHS@LaGCC)
Novel Unit "Adventure and Survival"	Students choose a novel from a list of options presented in class. As they read their novels, they create a picture dictionary of "survival" related vocabulary words, which they choose from each part of the novel. This will be used to help the next students who read the book. This unit includes a reading schedule for the novels students chose to read along with homework assignments.	Character, setting, literary conflict (individual vs. nature; individual vs. society; individual vs. individual; individual vs. self); analyzing literature	Modeling of task; structuring a novels unit; language development; scaffolding for comprehension and literary analysis; integration of native language	Benetta Dunning (MIHS)
Symbolism Project	In this interdisciplinary project-based unit, students learn symbolism through various tasks including; researching the different symbolic meanings certain colors carry in different cultures and researching the flags of the countries they have been researching in the Industrial Revolution unit in their Global Studies class. In a culminating project, students examine symbolism in <u>Purple Hibiscus</u> and write a five paragraph essay.	Meaning of symbolism, different symbols, symbolism in flags, colors and their different symbolic meanings in different cultures, writing essay, presentation	Making an interdisciplinary connection to a Global Studies unit; literary analysis; structuring group work;	Fred Wambolt (BIHS)
Teens Health Magazine	Students work in groups to create a Teen Health Magazine. Each group is composed of writers, editors, photographers, and artists for the magazine. Each student writes at least one research editorial on a topic – an obstacle teens face today. Group compiles the actual magazine with articles, artwork, and photographs and edits and revises work. Students publish the magazine on an online internet magazine for teens around the world and present their research to the class.	Research on a teen related topic, writing editorials, persuasive writing, work citing, paraphrasing, writing topic sentences, interpretation of quotes and pictures, hooks and thesis statement, graphic design; peer evaluation.	Structuring collaborative group work (clear descriptions of each group member's role and responsibilities and structuring accountability); language development (step by step instruction and modeling of writing editorial; modeling; persuasive writing; structuring peer evaluation	Lara Evangelista (FIHS) & Jennifer Carlson (BIHS)

Unit	Summary	Content Covered	Exemplary Uses of Internationals Approach	Developed By
Introduction to Linguistics	Students work in groups to create a website, text, or power point slides explaining what they are learning about language and linguistics. Students conduct independent research and present projects.	Animal sound system, Phonetics, Phonology, Morphology, Syntax of Spanish, Russian, Chinese, Language Acquisition, Language variety including Slang and African American English, Dictionaries.	Integration of native language; language development (working consciously with syntax and phonetics; analyzing sentences); experiential learning	Tony DeFazio (IHS@LaGCC)
The Odyssey Unit	Students examine three odysseys: the Odyssey of Odysseus, the odyssey of a boy from Sudan who comes to the U.S., and the students' own personal odysseys. Students tell the story of the Scylla and the Charybdis in their native language to their family member writes an account of the story in English and native language. Writes and posts their "siren" essays on www.nicenet.org , reviews and replies to other essays. Students read Of <u>Beetles and Angels</u> , a non-fiction book, and write a letter to the author. In groups, students present an assigned chapter from the book.	<u>Odyssey</u> , <u>Beetles and Angels</u>	Integration of native language; experiential learning; language development (letter writing with modeling); making connections to real life experiences	David Casey (w/ Carol Tureski) (IHS@LaGCC)
The Glory Field	Essential Question: "What is the history of the African Americans in the United States?" Students engage in pre-reading activities including readings and read <u>The Glory Field</u> , write journals, practice paragraph writing, and transitions. They then complete a mini-project, "U.S. Civil War Project" in groups and present them. Students' reading is scaffolded with various graphic organizers, pre-reading exercises, and vocabulary building is systematically done throughout the unit.	Slavery and Civil War	Structuring a novel-based project unit; language development; structuring group-work; scaffolding with clear graphic organizers for character analysis, pre-reading exercises and integrated vocabulary building	Bridgit Claire Bye & Annie Smith (BxIHS)
The Holocaust through the voice of Elie Wiesel in the book <u>Night</u>	Students examine war through the perspective of a victim/survivor. In heterogeneous groups of 4, students take rotating roles (artist, summarizer, quote reflector, and word discoverer) and read the entire book in its original version. Read alouds and listening to sections on tape are used. Students' work is used to develop and improve their comprehension and communication skills. Students also engage in online discussion (using Nicenet – a free online discussion board) of the book over a break from school and write letters to Elie Wiesel. Unit includes samples of classroom material and reference page.	Holocaust, interviews, quote reflection, internet research, Schindler's List, concepts such as "scapegoat" and "indifference", guest speaker, and Holocaust Exhibit.	Structuring interdisciplinary novel-based project unit; structuring collaborative group work; experiential learning	Lilian Caruana & Carol Tureski (IHS@LaGCC)
The Universal Declaration of Human Rights: Explored through the Arts	Students explore human rights through various media: skit performance, interviews, delivery of monologues, video, internet research on human rights abuses in student's own country and in U.S., poetry, music, film, and photography. Activities include free writing, monologues, and essays.	The Universal Declaration of Human Rights, poetry, song lyrics, free-writing, essay writing, and monologues.	Structuring interdisciplinary project-based unit; language development (variety of ways to use language); connections to real life issues and current events	Lilian Caruana & Carol Tureski (IHS@LaGCC)

Unit	Summary	Content Covered	Exemplary Uses of Internationals Approach	Developed By
Human rights around the World: Personal and Collective Responsibility	Students investigate human rights issues in their own country through their native language. Through a series of 16 lessons, students explore how hate can transform into acts of discrimination and eventually lead to human rights violations. Students learn about the UN and its role in the world. They discuss personal vs. collective responsibilities. After researching human rights issues in their native countries, the investigation leads students to create an advocacy and awareness pamphlet in their native language and English, in which they highlight two human rights violations and urge others to take action. Upon conclusion, they write a reflection essay highlighting what they have learned from the project about human rights and writing in their native language.	Prejudice and discrimination, Pyramid of Hate, genocide, <i>Hotel Rwanda</i> ,	Language development (language & content integration; conscious subject-specific terms developments); integrating native language; project-based; connections to real life and current events	Megan Mehr & Shahzia Pirani (BIHS)
Native Language Book Project	Students interview 2 nd graders and write a historical fiction children's book using primary documents and events from their native country's history. They write the story in their native languages and in English, create storyboards, learn book-making techniques and use them to make their final product. Upon concluding the project, students write a one-page native language reflection and a one-page creative reflection, explaining the processes they used in translating and creating the book and also explaining the moral of the story and the function of the 5 literary terms they incorporated into their book.	Research, proposal, first draft, storyboards, bookmaking, and reflection	Integration of native language; structuring a hands-on, long-term project; language development	Amy Burrous (IHS@LaGCC)
Book Ads Project	Throughout the semester, students spend time inside and outside of class reading books in the school library. Students create book ads using Microsoft Publisher to allow them to use their reading for an assignment as well as to raise awareness about the different types of books available. A template and a set of expectations were provided for the book ads.	Creating a book ad., Microsoft Publisher	Integrating technology – Microsoft Publisher	David Casey (IHS@LaGCC)

Unit	Summary	Content Covered	Exemplary Uses of Internationals Approach	Developed By
Immigrant Workers Rights Project Unit	<p>This is an in-depth study of immigrant workers from the past and present. It provides the students with a variety of learning opportunities to be able to draw connections between immigrant workers of the past with those of today, while preparing students for standardized testing through the hands-on collaborative activities that will enable them to internalize key concepts related to immigrant labor. In, <u>American History</u> class, the topics are introduced and studied from a historical perspective through research and then applied to collaborative projects. Concepts related to these same topics are reinforced in the <u>English</u> classes through literature, film, acting, story writing, interviewing, art and music. The developers of this unit used it as a way to prepare the students for the New York state US History Regents. Both formal and informal writing in the humanities classes strengthened the students' writing skills to prepare them for the English Language Arts Regents. English class projects included the following:</p>	Immigrant workers' rights	<p>Structuring interdisciplinary project-based curriculum unit integrating math skills for calculating wages and cost of living; making connections to real life; connections to current events; experiential learning; language development (variety of ways of using language and dealing with different types of texts; modeling of interviews); structuring an action-research project-based curriculum; structuring a long-term interdisciplinary project that also prepares students for the Regents exam.</p>	<p>Noreen Perlmutter and Ronni Green with John Starkey (IHS@LaGCC)</p>
	<p>1. <u>Movie, "La Ciudad"</u> Students watch the movie and answer questions. Each group is responsible for a different part of the movie. Groups present on the movie.</p>	<p>Reality of immigrant experience, including worker exploitation, portrayed in the movie: economic hardship, political persecution, war, the desire to be with family, sweatshops, poverty and abuse.</p>		
	<p>2. <u>Interviewing Immigrant Workers</u> Students interview immigrant workers: Students interview two workers and share aloud their first person interviews.</p>	<p>Low-wage, worker exploitation, etc.</p>		
	<p>3. <u>Minimum Wage Project</u> Students read a Daily News article on the difficulty of surviving on minimum wage jobs. Students read an editorial urging Governor Pataki to increase the minimum wage and write to him, urging him to sign a current bill raising the minimum wage. They then create a budget for their families. Approximately 5-6 days to complete.</p>	<p>Reading a news article, writing a formal letter, minimum wage.</p>		
	<p>4. <u>Research Paper</u> Students read newspaper articles about problems facing day laborers, conduct research in computer lab, give weekly oral progress reports to the class and hand in a rough draft for the part that is due.</p>	<p>Internet research, reading news article</p>		

Unit	Summary	Content Covered	Exemplary Uses of Internationals Approach	Developed By
Ellis Island 'Who', 'Why' and 'How' Curriculum	This is an inquiry-based immigration project comprising three components: Ellis Island 'Who', 'Why', and 'How' Curriculum	General immigration history: geographical influences, immigration laws, classifications of immigrants, and benefits to America; Census; History of Ellis Island	Collaborative work among teachers; interdisciplinary curriculum; experiential learning; clear opportunities to use language in variety of ways; preparing students for a field trip; integrating field trip into a project; experiential learning through hands-on activity	Amy Burrous & Kasia Krawczyk (IHS@LaGCC)
	<p><u>'Why' Curriculum</u> This is a one-day curriculum for preparing students for trip to Ellis Island. The 'Why' group of students are put into groups and assigned roles: Astronauts, Soldiers, Sailors or Deceased. They are guided to find what the roles have in common. They conduct a 20-25 min. internet research and find examples of what these groups of people have historically brought on their trips to the unknown. In light of immigration, students recognize immigrants as brave travelers to the unknown. They read an excerpt of "The Things They Carried" by Tim O'Brien, make connections to what the other travelers brought on their journeys, and write their own Stylistic Essay. Students share their essays with one another. In the afternoon, they explore the question: "What were motivations or reasons for coming to the US?" through brainstorming and writing poems. They watch "The Golden Door" and share expectations for the trip to Ellis Island.</p>			Stuart Quart & Richard Webster (IHS@LaGCC)
	<p><u>'Who' Curriculum</u> comprises of three parts: pre-trip lessons, a class trip to Ellis Island, and a student presentation day concluding the investigation. Students focus on "who" immigrated to America, starting with their own experiences. Students study the general immigration history using the documentary film, <i>The Golden Door</i>; fill out an actual census form; investigate actual present-day immigration data culled from Census 2000; compare data from the class with larger census data and note similarities and differences. They prepare for the trip by completing a KWL. During the trip to Ellis Island, they answer questions created on their KWL form. After the trip, students work in heterogeneous groups and make presentations.</p>			Ruth Orłowicz & Melissa Phillips (IHS@LaGCC)
<p><u>'How' Curriculum</u> This is a one-day curriculum for preparing students for trip to Ellis Island.. The "How" group of students focus on the following two questions: "How did you physically get here? How did you change once you are here?" Students free-write about the day they left their native country, conduct a survey, play the NaZa game (cross-cultural simulation), read and summarize immigration stories, create a skit based on the common experience list, which students create, and watch a movie.</p>				