

Glen Ridge Board of Education
English 11 CP
Grade 11
Required
Full Year

New Jersey Student Learning Standards

English Language Arts Mission Statement:

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description: English 11 CP is a challenging course designed to develop students' reading and writing skills for high school and beyond. The course recognizes the students have gained a growing awareness of the world, and that they should be prepared to discuss complex global topics. The course will use anchor texts from classic literature paired with essential themes from the modern world. The literature will serve to illustrate themes relevant to science, technology, government, freedom, and personal identity. Literary texts will be paired with corresponding non-fiction topics relevant to contemporary society. Students will produce writing assignments that require close reading of literary texts. In addition, students will read news articles and editorials in order to comprehend a variety of perspectives on a complex news topic, then produce their own editorial responses on controversial topics.

English 11 CP	
Unit 1: Summer Assignment - A Beginning Understanding of Multiple Perspectives	
Time Allotted (days of instruction): 2-3 weeks	
New Jersey Student Learning Standards (NJSLS)	
RL.11-12.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
RL.11-12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;

include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.		
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.		
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.		
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).		
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience		
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.		
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.		
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.		
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.		
SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.		
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
A. Observe hyphenation conventions.		
B. Spell correctly.		
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.		
L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Essential Questions		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> Why do some postmodern stories use multiple perspectives? 	<ul style="list-style-type: none"> Students will be able to connect historical audio archives to the plight of 	<ul style="list-style-type: none"> Class activity: Listen to BBC radio archives that include broadcasts from WWII. What is the difference

<ul style="list-style-type: none"> ● Why is it important to take multiple perspectives into consideration in the modern age? ● To what extent are human beings motivated by fear and courage? 	<p>characters in the novel.</p> <ul style="list-style-type: none"> ● Students will be able to analyze poetry in connection to a larger text in order to connect and explain common themes and figurative devices. ● Students will be able to define and analyze the theme of courage in the novel using main characters while defending their responses with specific quotes from the novel. ● Students will be able to develop and defend a thesis statement in the form of a formal essay. 	<p>between hearing the events unfold on the radio as opposed to seeing them on a screen? How does this experience illuminate your understanding of Marie-Laure’s character? On page 390, the author writes, “To shut your eyes is to guess nothing of blindness.” What did you learn or realize about blindness through Marie-Laure’s perspective? Do you think her being blind gave her any advantages?</p> <ul style="list-style-type: none"> ● Lesson on style: Why do postmodern stories take multiple perspectives? How do the two perspectives in the novel affect your perspective on WWII? ● Film: View “The Triumph of the Will,” a German propaganda film. Discuss how the film illuminates your understanding of the character Werner in <i>All the Light We Cannot See</i>? ● Poetry connection: “Diving into the Wreck” by Adrienne Rich - analyze for common themes and figurative devices, like symbols and imagery. ● Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book.
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● <i>All the Light We Cannot See</i> by Anthony Doerr ● “Diving into the Wreck” by Adrienne Rich ● Various, additional short stories and poems that enhance learning goals and reinforce writing and reading skills ● BBC Radio archives: www.bbc.co.uk/archive/collections.shtml#sthash.XRwSpfDg.dpuf ● Turnitin.com ● NBC Radio broadcast of the invasion of Normandy: https://www.youtube.com/watch?v=Bj2pXLZd2UI ● DDay overview: www.dday-overlord.com/eng/index.htm 	
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. 	
<p>21st Century Life and Careers</p>	<ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. ● 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being 	

	<p>knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> ● 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
Technology Standards	<ul style="list-style-type: none"> ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Diversity/Inclusion	<ul style="list-style-type: none"> ● Class discussions and activities will address the plight of characters in literature who thrive in spite of disabilities and limitations, using blind Marie-Laure as our anchor and impoverished, orphaned Werner. Poetry and short story connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Reading check quiz ● Opening free-write questions ● In-class discussions ● Guided Notes ● Homework questions to reinforce class discussion 	<ul style="list-style-type: none"> ● Final Essay 	<ul style="list-style-type: none"> ● Essay benchmarks ● Teacher feedback ● Rubric review 	<ul style="list-style-type: none"> ● Oral assessment of novel ● Write a chapter from the perspective of another characters not as prominent as the main characters

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Verbal explanation of notes ● Modified tests ● Supplementary explanations of topics discussed, such as teacher notes 	<ul style="list-style-type: none"> ● Modified tests, whether it be reduced multiple choice options or shortened written responses ● Essay benchmarks provided ● Writing extensions to accommodate extended time ● Teacher notes/study guides provided 	<ul style="list-style-type: none"> ● Create a radio show in the time period of WWII. ● Watch "The Imitation Game." Write an analysis about how the use of technology and skill worked to help the Allies defeat the Axis powers in WWII.

English 11 CP
Unit 2: Rhetoric and Editorial Writing
Time Allotted (days of instruction): 3-4 weeks
New Jersey Student Learning Standards (NJSLS)
RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as

well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a

range of tasks, purposes.		
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.		
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.		
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.		
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.		
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		
SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.		
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested		
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
A. Observe hyphenation conventions.		
B. Spell correctly.		
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.		
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.		
A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.		
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).		
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.		
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Essential Questions	Student Learning Objectives	Activities
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<ul style="list-style-type: none"> ● What is the difference between an article and an editorial? ● What are the various components of writing an editorial? ● What are some of the major conflicts and topics addressed in current editorials? ● What are some of the opposing points of views presented in these editorials? ● Why are editorials important to public discourse? 	<ul style="list-style-type: none"> ● Students will define rhetorical strategies: ethos, pathos, and logos. ● Students will be able to read multiple editorials and opinion editorials from a variety of print sources to delineate the argument. ● Students will be able to differentiate the similarities and differences between the uses of rhetorical strategies in written and visual argument. ● Students will be able to determine the central argument of an Op-Ed and analyze the components of the argument through knowledge of ethos, pathos, and logos. ● Students will be able to use knowledge of rhetorical strategies in order to write their own Op-Ed on a current topic of choice. 	<ul style="list-style-type: none"> ● Lesson on important components of an argument: rhetoric, article, editorial, op-ed, counter-argument, review of MLA format, analysis of quality sources. Use non-fiction texts to examine writing in process and as a product. ● TEDEd video on Rhetoric: view the video in class and respond to follow up questions: What is the historical significance of rhetoric? Consider how we can use rhetoric in a more universal way rather than for selfish gains? ● Select and read numerous Op-Ed and editorials. Make sure they all serve a different function (explain, persuade, answer, warn, criticize, entertain, praise, lead). Write the function on the top of the editorial. For each article, identify elements of the writer’s persuasive style. How does each editorial use diction and rhetoric in order to persuade? Annotate each Op-Ed and editorial for logos, pathos, and ethos. ● Visual Argument: View multiple types of visual arguments from the NYT and from advertisements. After viewing/listening to the argument, students will analyse the purpose of the argument and elaborate on the presence/effectiveness of logos, pathos, and ethos. ● Op-ed writing assignment: Select a recent editorial from a major news source. Write the opposing opinion to this editorial, using two other sources of information to back up your opinion. Possible examples could be about free speech, election financing, standardized testing, or transgendered rights.
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● “How to Write an Op-Ed Article” from Duke University http://newsoffice.duke.edu/duke_resources/oped ● “How to Write an Editorial” by Andrew Rosenthal ● Access to online newspapers such as <i>The New York Times</i> and <i>The Washington Post</i> ● “183 Questions for Writing and Discussion” from the <i>New York Times Learning Network</i> http://learning.blogs.nytimes.com/2015/06/10/183-questions-for-writing-or-discussion/#debate ● Turnitin.com ● TEDEd video “How to Use Rhetoric...to Get What You Want” 	

Interdisciplinary Connections	<ul style="list-style-type: none"> U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
21st Century Life and Careers	<ul style="list-style-type: none"> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
Technology Standards	<ul style="list-style-type: none"> 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Diversity/Inclusion	<ul style="list-style-type: none"> Selected editorials and Op-Eds will be pulled from a variety of news sources, reflecting the views of many perspectives. Connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> In-class reading, analysis, annotations of current Op-Eds Guided notes Homework responses In-class discussions 	<ul style="list-style-type: none"> Op-ed writing assignment 	<ul style="list-style-type: none"> Provided for all students 	<ul style="list-style-type: none"> Oral presentation of Op-Ed

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Verbal explanations of notes and Op-Eds to ensure comprehension Provide shorter reading pieces 	<ul style="list-style-type: none"> Teacher notes provided to aid understanding of the topic Writing extensions to accommodate extended time Modified tests, whether it be reduced multiple choice options or shortened written responses Writing extensions to accommodate extended 	<ul style="list-style-type: none"> Submit an editorial to the nytimes.com learning network, or to another major news source. Share any responses to your submission with the class. http://learning.blogs.nytimes.com/category/student-challenge/

	time <ul style="list-style-type: none"> • Teacher notes/study guides provided • Benchmarks for Op-Ed Writing assignment 	
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English 11 CP

Unit 3: Surveillance, Technology, and Government

Time Allotted (days of instruction): 11-12 weeks

New Jersey Student Learning Standards (NJSLS)

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate

to task, purpose, and audience.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> • What is the value of privacy? • Can privacy still exist in the modern age? • What are the benefits and drawbacks of government surveillance? • How can literature echo modern topics? 	<ul style="list-style-type: none"> • Students will gather, analyze, and present various methods of surveillance for efficiency and purpose. • Students will consider how modern technology and current laws are results of earlier government concerns. • Students will explore components of dystopian literature. • Students will consider how figurative devices such as paradox and irony in <i>1984</i> function as a means of governmental control over a population. • Students will identify and analyze current examples of paradox and irony. 	<ul style="list-style-type: none"> • Read: Study the opinions for and against the use of government surveillance. What are the different forms of surveillance that are used in society today? Understand the arguments on both sides for why government surveillance has increased over the last 15 years. • Annotate and discuss the Patriot Act. Discuss the intentions, reasons, and practices for the law. • Debate: Prepare an assignment position for or against surveillance. With a partner, research the position and present the argument in class. • Watch: The HBO documentary series “VICE” about the use of government surveillance and state control in Camden, NJ.

	<ul style="list-style-type: none"> ● Students will analyze the necessity of language in expressing beliefs and questioning concerns. ● Students will define and explore forms of propaganda in <i>1984</i>. ● Students will identify, define, and analyze examples of symbolism in the novel and how those symbols provide a richer, more detailed understanding of the novel. 	<ul style="list-style-type: none"> ● Read: Read and examine the topics of government control, privacy, and liberty in the novel <i>1984</i> by George Orwell. Determine Orwell's central themes as well as his warnings about the future of society. ● Presentation: Prepare a propaganda poster with a partner. The purpose of the poster is to highlight a message/belief that Big Brother would advocate for, without poverty stating the purpose on the poster. ● Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book. ● Editorial essay: Is surveillance helpful or harmful to society? ● Journal: Read Yale professor William Deresiewicz's essay and explore the notion of being technology-free. Students will log their technology use and write three journal entries chronicling their experiences and insight throughout the experience. ● Literary analysis essay: Identify and defend Orwell's themes in <i>1984</i>. What are his warnings to the audience?
Resources/Materials	<ul style="list-style-type: none"> ● <i>1984</i> by George Orwell ● <i>Vice</i> on HBO - "Surveillance City" and "State of Surveillance" ● Ted Ed video "My Journey from Marine to Actor" by Adam Driver ● Ted Ed video "How Does Language Shape the Way We Think" ● Ted Ed video "What Does It Mean to be Orwellian?" ● "The End of Solitude" by William Deresiewicz ● Various, additional short stories and poems that enhance learning goals and reinforce writing and reading skills ● Access to online newspapers such as <i>The New York Times</i> and <i>The Washington Post</i> ● turnitin.com 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. ● 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being 	

	<p>knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
Technology Standards	<ul style="list-style-type: none"> 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Diversity/Inclusion	<ul style="list-style-type: none"> Class discussions and activities will address the current applications and concerns surrounding surveillance as well as Orwell's own personal perspectives on government and surveillance. Poetry and short story connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world and multiple perspectives and backgrounds.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Guided Notes In-class discussions Homework questions Reading check quizzes 	<ul style="list-style-type: none"> Final Test on the novel Surveillance Essay 	<ul style="list-style-type: none"> Reading will be given to students in manageable chunks, accessible to all students of all abilities 	<ul style="list-style-type: none"> Listen to audio of the novel Oral assessment

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Verbal explanations of notes to ensure comprehension Provide shorter reading pieces Teacher guided notes to help with comprehension of the novel 	<ul style="list-style-type: none"> Teacher notes provided to aid understanding of the topic Writing extensions to accommodate extended time Modified tests, whether it be reduced multiple choice options or shortened written responses Teacher notes/study guides provided Benchmarks for Surveillance Writing assignment 	<ul style="list-style-type: none"> Watch: The HBO documentary "Citizen Four" about Edward Snowden. Discuss the extent to which you think he is a hero or a villain.

English 11 CP
Unit 4: Shakespearean Drama
Time Allotted (days of instruction): 8-9 weeks
New Jersey Student Learning Standards (NJSLS)

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">● How does ambition affect leadership? When does ambition become dangerous?● Do leaders live by different rules?● How do differences in culture or race motivate the conflicts between characters?● Do human beings choose their fates or does fate control them?● How can the rhetoric of persuasion affect decisions even when it can seem like decisions are independently of influence?	<ul style="list-style-type: none">● Students will practice public speaking skills through reciting Shakespearean dialogue in front of their peers.● Students will discuss and analyze the prevalent themes in Shakespearean drama and how they factor into the development of the play.● Students will identify and analyze the presence of literary devices within the play, such as paradox, irony, metaphor, and iambic pentameter.● Students will demonstrate an understanding of how to annotate a text in order to answer a question.	<ul style="list-style-type: none">● Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book.● Watch different film versions of the play <i>Macbeth</i> or <i>Othello</i>. Discuss how each director interprets the language, characters, and meaning through his or her artistic choices.● Assign each student a role and act out scenes from each play, figuring out what each actor would be doing according to the text of the play.● Study the elements of a tragedy, including the character type of a tragic hero. Compare and contrast the tragic hero in <i>Othello</i> or <i>Macbeth</i> to other tragic heroes studied.● In-Class Close Reading analysis essay to demonstrate understanding of how to analyze annotations.● Study the language, style, and tone of famous monologues and soliloquies from the to explain the author's choices and gain a fuller appreciation/understanding of the text.● Compare and contrast film and stage versions of monologues and soliloquies to consider how the diction and delivery of the lines can be affected by tone and voice inflection.● Write your own stage directions for a pivotal scene, such as the banquet scene with Banquo's ghost in Act III, scene 4 of <i>Macbeth</i> or the scene when Iago manipulates Othello in Act III, scene 3 of <i>Othello</i>. Then, compare your own stage directions to the film versions of the scene.● Essay on the theme of leadership, manipulation, and ambition. Use examples from <i>Macbeth</i> or <i>Othello</i> as

		well as from real life people who have been identified as too ambitious.
Resources/Materials	<ul style="list-style-type: none"> ● <i>Macbeth</i> or <i>Othello</i> by William Shakespeare ● Various, additional short stories and poems that enhance learning goals and reinforce writing and reading skills ● Turnitin.com 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. ● 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● Selected supplemental poems/short stories/nonfiction pieces will be selected for their variety of viewpoints and perspectives. Connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Participation in play ● Guided Notes ● Study Guide Questions ● Homework questions ● Quizzes on Acts ● Monologue/Soliloquy annotations and questions 	<ul style="list-style-type: none"> ● Close Reading analysis essay ● Ambition Essay 	<ul style="list-style-type: none"> ● Play will be read in class and a reading schedule will be provided ● Benchmarks for the Ambition essay will be provided for all students 	<ul style="list-style-type: none"> ● Film a modern interpretation of a selected theme

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Verbal explanations of notes to ensure 	<ul style="list-style-type: none"> ● Teacher notes provided to aid understanding 	<ul style="list-style-type: none"> ● Watch a modern film, such as "Wall Street," that

<p>comprehension</p> <ul style="list-style-type: none"> ● Access to <i>No Fear Shakespeare</i> version to help with reading of the play ● Teacher guided notes to help with comprehension of the play 	<p>of the topic</p> <ul style="list-style-type: none"> ● Writing extensions to accommodate extended time ● Modified tests, whether it be reduced multiple choice options or shortened written responses ● Teacher notes/study guides provided ● Benchmarks for Ambition Writing assignment 	<p>captures the overreaching ambition of people in the contemporary world. Discuss what ways people in the modern society attempt to achieve power, compared to Shakespeare's time. What common themes exist?</p>
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English 11 CP
Unit 5: Independent Reading
Time Allotted (days of instruction): 2 weeks in class; two months outside of the classroom
New Jersey Student Learning Standards (NJSLS)
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> Why is working collaboratively an essential element of reading? Why is it important to read from the perspective of another voice? 	<ul style="list-style-type: none"> Students will select one novel to read outside of class to participate in literary circle assignments. Students will develop collaborative skills to work with an assigned group to complete tasks related to the outside reading novel. 	<ul style="list-style-type: none"> Read a book independently, outside of class. Submit two benchmark assignments that demonstrate your understanding of character, theme, and style. Group student presentations on important characters and overarching themes in their novels Participate in literary circle discussions and analysis regarding chosen novel Individual Journal assignment allowing students time to reflect on their outside novel choice. Students will be given sample questions to explore within their journal.
Resources/Materials	<ul style="list-style-type: none"> <i>The Handmaid's Tale</i> by Margaret Atwood <i>Pride and Prejudice</i> by Jane Austen <i>A Clockwork Orange</i> by Anthony Burgess <i>White Teeth</i> by Zadie Smith <i>Just Mercy</i> by Bryan Stevenson <i>The Martian</i> by Andy Weir <i>The Picture of Dorian Gray</i> by Oscar Wilde 	
Interdisciplinary Connections	<ul style="list-style-type: none"> World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. 	
21st Century Life and Careers	<ul style="list-style-type: none"> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. 	
Technology Standards	<ul style="list-style-type: none"> 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural 	

	<p>practices.</p> <ul style="list-style-type: none"> 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Diversity/Inclusion	<ul style="list-style-type: none"> Selected supplemental poems/short stories/nonfiction pieces will be selected for their variety of viewpoints and perspectives. Connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Reading check quiz Group discussions 	<ul style="list-style-type: none"> Final journal on the novel Thematic Presentation Character Analysis Presentation 	<ul style="list-style-type: none"> The reading schedule is benchmarked for all students so that they can complete the designated sections of the novel by the required dates. 	<ul style="list-style-type: none"> Audio versions of the novels Another novel of choice, approved by the teacher

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Access to audio versions of the novel Alternative, independent reading novel in language of choice 	<ul style="list-style-type: none"> Teacher notes provided to aid understanding of the topic Writing extensions to accommodate extended time Modified tests, whether it be reduced multiple choice options or shortened written responses Teacher notes/study guides provided Benchmarks for Journal assignment 	<ul style="list-style-type: none"> Select two, rather than one, Outside Reading novel to read. Write a compare/contrast essay focusing on thematic elements and how each author chooses to address them.

English 11 CP
Unit 6: Humanity and Science in Literature
Time Allotted (days of instruction): 6-7 weeks
New Jersey Student Learning Standards (NJSLS)
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific

word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when

possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> What are the benefits and drawbacks of scientific advancement? Do human beings have the right to control nature? What makes a person human? 	<ul style="list-style-type: none"> Students will define and identify a frame story and epistolary style and how the novel fits those definitions. Students will explore the Romantic Era and Gothic literature and identify and 	<ul style="list-style-type: none"> Read the novel <i>Frankenstein</i> by Mary Shelley. Examine the relationship between the creature and his creator, Dr. Frankenstein. To what extent is Dr. Frankenstein responsible for his creation? Study the style of Gothic and Romantic art and

	<p>examine examples within the novel.</p> <ul style="list-style-type: none"> ● Students will explore the idea of what characteristics are monstrous and which characters fit those criteria. ● Students will explore theories of child development and contemporary ideas can inspire writing. 	<p>literature. How does an understanding of the genre inform your understanding of the novel <i>Frankenstein</i>?</p> <ul style="list-style-type: none"> ● Lesson on style: Present an understanding of a frame story. What are the frame stories within the novel? Why does the author include these three perspectives? ● Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book. ● Visualization: Draw a visual of the creature in <i>Frankenstein</i>, showing how others view the creature and how the creature views himself. Support each side of the visual with quotations from the novel. ● Study non-fiction articles that explore humankind's relationship with nature. To what extent does humankind have the right to harness, manipulate, and control nature for its own ends? ● Debate: Is the creature human or not? Divide the class in half. Each team should provide an opening statement. Prepare for the debate by anticipating the opposing side and preparing counterarguments. Take a class vote by the end of the period.
Resources/Materials	<ul style="list-style-type: none"> ● <i>Frankenstein</i> by Mary Shelley ● Version of The Promethean Myth ● Various, additional short stories and poems that enhance learning goals and reinforce writing and reading skills ● Turnitin.com 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems. ● World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. ● 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	

	<ul style="list-style-type: none"> 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
Technology Standards	<ul style="list-style-type: none"> 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Diversity/Inclusion	<ul style="list-style-type: none"> Selected supplemental poems/short stories/nonfiction pieces will be selected for their variety of viewpoints and perspectives. Connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> In-class discussions Reading check quizzes Guided Notes Homework responses 	<ul style="list-style-type: none"> Final test Fun with <i>Frankenstein</i> Project 	<ul style="list-style-type: none"> Reading will be given to students in manageable chunks, accessible to all students of all abilities 	<ul style="list-style-type: none"> Audio version of the novel Read <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Verbal explanations of notes to ensure comprehension Provide shorter reading pieces Teacher guided notes to help with comprehension of the novel 	<ul style="list-style-type: none"> Modified tests, whether it be reduced multiple choice options or shortened written responses Essay benchmarks provided Writing extensions to accommodate extended time Teacher notes/study guides provided 	<ul style="list-style-type: none"> Create a film montage of the various depictions of Dr. Frankenstein and his monster from popular films and tv over the last century. Show the video to the class. Why do you think this story has been captured on the screen so many times? Write your own short story that uses the frame story technique. Submit the story for publication in the school literary magazine or in a writing contest.

English 11 CP
Unit 7: Postmodernism
Time Allotted (days of instruction): 6-8 weeks
New Jersey Student Learning Standards (NJSLS)
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action

is ordered, how the characters are introduced and developed).
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> How does the style of postmodernism relate to the theme of a modern war? What is the effect of war on the human spirit? Is war inevitable? How can exploring methods of storytelling help us to tell our stories 	<ul style="list-style-type: none"> Students will demonstrate understanding of the definition and components of Postmodern literature. Students will study events from the Vietnam War and how historical events translate into fiction. Students will define and analyze memoir as a writing style. Students will write their own personal narrative in preparation for their college personal statements. 	<ul style="list-style-type: none"> Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book. Class activity: Take a picture of the contents of your backpack. Send the picture to your teacher. The pictures will be displayed in class. Students will guess the owner of each bag. Students will examine the literal and figurative things that they carry around with them each day. This activity will serve as a springboard for writing a personal essay assignment, such as the ones written for college applications. View online photo exhibits of veterans from recent wars. Raise questions about the experiences of

		<p>soldiers after they come home from war.</p> <ul style="list-style-type: none"> ● Examine the postmodern style in the novel <i>The Things They Carried</i>. How does the style of the novel relate to the book's message about war? Discuss the examples and conclusions as a class. ● Music assignment: Students identify songs related to the Vietnam War and present the song, artist, and message to the class.
Resources/Materials	<ul style="list-style-type: none"> ● <i>The Things They Carried</i> by Tim O'Brien ● Various, additional short stories and poems that enhance learning goals and reinforce writing and reading skills ● Turnitin.com 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● World History, Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. ● 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. ● 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 	
Diversity/Inclusion	<ul style="list-style-type: none"> ● Selected supplemental poems/short stories/nonfiction pieces will be selected for their variety of viewpoints and perspectives. Connections in the classroom will be from authors from various backgrounds, cultures, and races in order to foster a continued awareness of the richness of the world. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Guided Notes ● In-Class discussions ● Reading Check Quizzes 	<ul style="list-style-type: none"> ● Personal essay assignment: What literal and figurative things do you carry around with you? Model your essay after the opening chapter of the novel <i>The Things</i> 	<ul style="list-style-type: none"> ● Personal Narrative will be benchmarked for all students. ● Reading schedule will be given at the start of the unit. 	<ul style="list-style-type: none"> ● Audio version of the novel ● Oral testing

They Carried.

- Final Test

Modifications

English Language Learners

- Students will read selected chapters rather than the whole novel. Chapters will be selected to enrich understanding of postmodern style and to help in developing a personal narrative.

Special Education/504

- Modified tests, whether it be reduced multiple choice options or shortened written responses
- Essay benchmarks provided
- Writing extensions to accommodate extended time
- Teacher notes/study guides provided

Gifted and Talented

- View and read political leaders give speeches about Vietnam policy. Study the reasons for going to war as well as the reasons for opposing war. What were the different views on each side?
- Select a soldier from the novel whose perspective is not extensively presented. Write a chapter from the perspective of that soldier using knowledge of the author's narrative, postmodern style.