

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: English III/Honors English III: Classic & Contemporary American
Literature**

Born On: August, 2024
Previous Revision: August, 2023
Current Revision: August, 2024
Board Approval: 8/26/24

COURSE DESCRIPTION: English III/Honors English III: Classic & Contemporary American Literature

The Classic and Contemporary Course puts classical texts in conversation with modern texts. With a focus on American literature, the class aims to bridge themes that resonate throughout time and history while opening up conversation for students to relate to texts in an authentic and personal way. Emphasis is placed on composition skills and precise use of language on many levels: formal, informal, colloquial, and dialectical. Vocabulary study is both contextual through literature study and focuses on etymology while preparing students for success on standardized examinations including the SAT and ACT.

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLS".

[Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections](#) District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: N.J.S.A. 18A 35-4.43 Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: (N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

UNIT BOOKMARKS

<u>WRITING</u>	<u>READING</u>	<u>GRAMMAR & LANGUAGE</u>	<u>SPEAKING & LISTENING</u>
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WRITING UNITS

Writing Unit 1: Argumentative Writing

Unit Description/Overview

In this unit, students examine how people construct arguments by first performing SOAPS analyses of articles or speeches. Then, students analyze multiple perspectives in arguments by finding claims and subclaims an author makes. Students also determine the assumptions the writer makes when creating the argument and identifies the implications of the writer's argument. The unit concludes with students composing rhetorical analysis papers where they select an article, explain how the writer makes an argument in it, and share their own opinions about the article's topic.

Approximate time frame: 3-4 weeks

Essential Questions

- How does an author's use of voice and tone impact the meaning and effectiveness of their argument?
- How should an author/speaker consider the audience and occasion when crafting an argument?
- How should subject and purpose inform an author's choices?
- How do an author's diction, syntax, and punctuation impact the persuasiveness of their argument?
- How can visual texts establish arguments as effectively as written ones?
- How do rhetorical appeals affect an audience's receptivity to a text?

Student Learning Objectives	<ul style="list-style-type: none">● Identify tone, subject, occasion, audience, purpose, and subject● Identify claims and subclaims● Understand tone and rhetorical appeals and their impact upon the audience’s receptivity to the argument● Recognize how visual texts construct arguments● Identify the argument and the assumptions an author makes when making it● Recognize the implications of a writer’s line of reasoning
Standards	<p>W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, 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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual</p>

	<p>(such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.RW.11–12.7. 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.</p>
Formative and Summative Assessments	<p><u>Formative:</u></p> <ul style="list-style-type: none">● SOAPS analyses of argumentative texts● Multiple Perspective Assignment<ul style="list-style-type: none">○ Students select an argumentative text.○ Then, they summarize it; find 2 different claims, assumptions, or implications; and respond to the argument. <p><u>Summative:</u></p> <ul style="list-style-type: none">● Rhetorical Analysis Paper<ul style="list-style-type: none">○ Students select an argumentative text that interests them.○ In the 1st half of the paper, students explain how the writer made their argument.○ In the 2nd half of the paper, students respond to the argument and share their opinions.○ 500-750 words/2-3 pages.○ MLA formatting, in-text citations, and Works Cited.
Required/ Suggested Resources	<p>Argumentative Texts:</p> <ul style="list-style-type: none">● Mark Bauerlein <i>Too Dumb for Complex Texts?</i>● Jon Ronson <i>How One Stupid Tweet Blew Up Justine Sacco's Life</i>● Frederick Douglass <i>What To the Slave Is the Fourth of July?</i>● Lou Gehrig <i>Farewell Speech</i>● Mina Shahinfar <i>For Teenager, Hijab a Sign of Freedom, Not Stricture</i>● Frida Kahlo <i>Self-Portrait on the Borderline between Mexico and the United States</i> (painting)

<p>Interdisciplinary Connections</p>	<p>RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. WHST.11-12.1. Write arguments focused on discipline-specific content.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p>

<p>Modifications</p>	<p>Students with Disabilities</p>	<p>Struggling/At-Risk Students</p>	<p>Gifted and Talented</p>	<p>Multilingual Learners</p>
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content

	<p>during independent work time</p> <ul style="list-style-type: none"> • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<p>and teacher</p> <ul style="list-style-type: none"> • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable 		<ul style="list-style-type: none"> • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Writing Unit 2: Synthesis Essay Writing

Unit Description/Overview

In this unit, students read a variety of short texts — articles, graphics, images, and excerpts of longer works — and interpret exactly what these texts are saying/arguing. Students then learn how to respond to the texts' arguments/messaging and construct individual and informed opinions about them. As the unit progresses, students learn how to put these sources into conversation as they construct their own arguments. The unit concludes with the students composing a synthesis essay that

possesses a clear and qualified central claim and that puts at least three sources into conversation as each student makes an individualized argument.

Approximate time frame: 4 weeks

Essential Questions	<ul style="list-style-type: none">● Why is informed discourse important?● How do others' arguments about a topic influence our own?● How do we determine our own unique stance when encountering an argument?● How do we create qualified central claims?● How can we put sources in conversation with one another?
Student Learning Objectives	<ul style="list-style-type: none">● Students will accurately interpret what texts are arguing/communicating● Students will determine their individual responses and stances towards a text's argument● Students will construct clear and complex central claims● Students will put sources into conversation, identifying how evidence from these texts can fit into patterns of organization that will advance their central claims
Standards	<p>W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information 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.</p> <p>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.</p> <p>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.</p>

	<p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.RW.11–12.7. 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.</p>
<p>Formative and Summative Assessments</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none">● Practice AP Synthesis Essay: Best Preparation for a Future after High School<ul style="list-style-type: none">○ p.232 in <i>Ideas in Argument: Building Skills and Understanding</i>● Practice AP Synthesis Essay: College Education & Employment<ul style="list-style-type: none">○ p.785 in <i>Ideas in Argument: Building Skills and Understanding</i> <p><u>Summative:</u></p> <ul style="list-style-type: none">● Synthesis Essay<ul style="list-style-type: none">○ 1,000-1,250 words/4-5 pages○ Each body paragraph must have a minimum of two different sources○ Minimum of three sources○ MLA format, in-text citations, and Works Cited

	<ul style="list-style-type: none"> ○ <i>Suggested Topics:</i> <ul style="list-style-type: none"> ■ Topics/themes present in literature (either course-selected or Independent Reading) ■ Topics/themes present in other course material (i.e. documentaries, readings, etc.) ■ Topics of student interest (i.e. local issues, current events, art and culture, etc.)
<p>Required/ Suggested Resources</p>	<p>Excerpts from <i>They Say, I Say</i> 4th Edition by Gerald Grath and Cathy Birkenstein</p> <ul style="list-style-type: none"> ● "Introduction" <i>Entering the Conversation</i> ● Part One "They Say" <ul style="list-style-type: none"> ○ "They Say" <i>Starting with What Others are Saying</i> ○ "Her Point Is" <i>The Art of Summarizing</i> ○ "As He Himself Puts It" <i>The Art of Quoting</i> ● Part Two "I Say" <ul style="list-style-type: none"> ○ "Yes/No/Okay, But" <i>Three Ways to Respond</i> ○ "And Yet" <i>Distinguishing What You Say from What They Say</i> ○ "Skeptics May Object" <i>Planting a Naysayer in Your Text</i> ○ "So What? Who Cares?" <i>Saying Why it Matters</i> ● Part Three "Tying It All Together" <ul style="list-style-type: none"> ○ "As a Result" <i>Connecting the Parts</i> ○ "You Mean I Can Just Say it That Way?" <i>Academic Writing Doesn't Mean Setting Your Own Voice Aside</i> ○ "But Don't Get Me Wrong" <i>The Art of Metacommentary</i> ○ "He Says-Contends" <i>Using the Templates to Revise</i> <p><u>How to Put Sources in Conversation with One Another</u></p> <ul style="list-style-type: none"> ● <i>The Bedford Reader</i> ● Unit 9 from <i>Ideas in Argument</i> p.785-802 <ul style="list-style-type: none"> ○ Analyzing Quantitative Data p.786 ○ Planning a Synthesis Argument: Choosing Relevant Evidence p.788 ○ Verbs for Introducing Evidence from Sources p.789 ○ Ways to Join the Conversation through Corroboration, Refutation, Rebuttal, and Concession p.791 ○ Practice AP Synthesis Essay Prompt & Sources p.792-802 ○ Chapter 6: Details: Showing and Telling in Nonfiction from <i>Story Matters</i> by Liz Prather

Interdisciplinary Connections	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating

	<ul style="list-style-type: none"> • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<ul style="list-style-type: none"> • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable 		<ul style="list-style-type: none"> • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Writing Unit 3: Digital Writing and Research Skills
Unit Description/Overview

In this unit, students will learn to understand and then produce 'stories' that data reveal to us.

Approximate time frame: 3-4 weeks

Essential Questions	<ul style="list-style-type: none"> • How does data shape the narrative surrounding a topic? • How can we construct a story using research? • What is "expertise"? What does it mean to be an "expert"?
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Student Learning Objectives	<ul style="list-style-type: none">● Find commonalities when conducting research and relate sources to one another● Create multimodal that explain how research and data can tell a story● Cite research sources using MLA or APA formatting
Standards	<p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.NW.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>W.WR.11–12.5. 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.</p> <p>W.SE.11–12.6. 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).</p> <p>W.RW.11–12.7. 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.</p>
Formative and Summative Assessments	<p><u>Formative:</u></p> <ul style="list-style-type: none">● TikTok story time→ create your own TikTok (video) 1 minute<ul style="list-style-type: none">○ SOAPS Chart for planning

	<ul style="list-style-type: none">○ Topic: What are you an expert in?<ul style="list-style-type: none">■ NOT personal about yourself■ Need to research<ul style="list-style-type: none">● # of sources—min. 3<ul style="list-style-type: none">○ Hierarchy of evidence○ Main Idea: topic + <i>so what?</i>○ Purpose: Informative with narrative opening <p><u>Summative:</u></p> <ul style="list-style-type: none">● Storified Data Analysis<ul style="list-style-type: none">○ Students will conduct research about a topic that interests them.○ Then, students will create 3-5 minute videos that explain the story that the research tells about their selected topic.○ Students will include text in their videos, including citations of their sources
Required/ Suggested Resources	Required <ul style="list-style-type: none">● Our World in Data● FiveThirtyEight● The Upshot Suggested <ul style="list-style-type: none">● Excerpts from Christie Aschwanden <i>Good to Go: What the Athlete in All of Us Can Learn from the Strange Science of Recovery</i>● Teaching Research Skills in Today's Digital Environment
Interdisciplinary Connections	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Career Readiness, Life Literacies, and Key Skills	<p>9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data.</p> <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p>
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Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background

	<ul style="list-style-type: none"> ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 		<p>information through brainstorming, semantic webbing, or use of visual aids</p> <ul style="list-style-type: none"> ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Writing Unit 4: Narrative Writing

Unit Description/Overview

In this unit, students are introduced to the Common Application essay topics. They select one topic and perform the writing process: prewriting, drafting, revising, and editing. Students confer with their instructors and conduct peer review with their classmates if they choose.

Approximate time frame: 4 weeks

Essential Questions

- Why is it important to consider your audience when drafting a piece of writing?
- How might the audience shape the content/topic choices of the writer?
- How can a writer create voice through figurative language and other stylistic techniques?
- How can personal narrative help writers to recognize the development of their identities?

Student Learning Objectives	<ul style="list-style-type: none">● Read, analyze, and critique mentor text reading● Write in response to a variety of personal narrative prompts● Reflect on writing and choose one topic to take forward in the writing process● Develop a complete personal narrative essay● Refine the “voice” in their writing through punctuation, diction, syntax, and figurative language
Standards	<p>W.NW.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> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.RW.11–12.7. 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.</p>

Formative and Summative Assessments	<p><u>Formative: ONE FULL WEEK</u></p> <ul style="list-style-type: none">● Reflective brainstorming activities, including topic-based conversations and informal writing, both free writes and prompt based● Reading and critiquing mentor texts● Triptych (3 columns)<ul style="list-style-type: none">○ Students select an event, place, or object that is important to them○ Students write about the impact one of these things has had upon their past, present, and/or future <p><u>Summative:</u></p> <ul style="list-style-type: none">● Writing process for personal narrative essay● Complete draft of personal narrative essay
Required/Suggested Resources	<p>Required Resources:</p> <ul style="list-style-type: none">● Common App essay topics <p>Suggested Resources:</p> <ul style="list-style-type: none">○ Essays That Worked from Johns Hopkins University○ "Have You Ever Felt Pressure to 'Sell Your Pain'?" Student Opinion from The New York Times Learning Network○ "Once Upon a Falling October" Ingrid Marie Geerken p.732 of <i>Ideas in Argument: Building Skills and Understanding</i>○ <i>Story Matters</i> by Liz Prather<ul style="list-style-type: none">■ Chapter 2: Ideas<ul style="list-style-type: none">● Exercises for Finding Narrative Connection: Your Life at a Glance, 24-Hour Log Template, etc. <p><u>Stories from <i>The Moth</i></u></p> <ul style="list-style-type: none">● "Pastels and Crayons"● "Walking Together"● "White Coats and Red Wigs"● "The Bad Haircut"● "Victorious"

	<ul style="list-style-type: none"> ● “The Secret Letter”
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Interdisciplinary Connections	<p>VPA1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</p> <p>VPA1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate

	<p>work</p> <ul style="list-style-type: none"> • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<ul style="list-style-type: none"> • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable 		<p>feedback</p> <ul style="list-style-type: none"> • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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READING UNITS

<p>Unit 1: The Emerging American Voice (Required) Unit Description/Overview: <i>Students will explore the ways in which the “American voice” has developed over time.</i></p> <p>Approximate time frame: 3-5 weeks</p>	
Essential Questions	<ul style="list-style-type: none"> • How has the “American voice” developed through time? • What are modern connections to transcendentalism?
NJSLS	<ul style="list-style-type: none"> • RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says

explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
- RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and 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.
- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

	<ul style="list-style-type: none"> RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 			
Student Learning Objectives	<ul style="list-style-type: none"> Students will understand the ways in which the “American voice” developed through time. Students will be able to connect historical thinking to current-day society. Students will understand the conventions of selected literary genres (domain-specific language). Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view 			
Formative and Summative Assessments	Reading quizzes (F), Socratic seminars (F), book talks (S), unit exams (S), projects (S), presentations (S), research tasks (F), jigsaw presentations (F), Reader’s Responses (RRs) (F), class discussion (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (S), vocabulary and grammar quizzes (S), Membean (F/S), IXL (F)			
Required/ Suggested Resources	Classic/Core Text	Contemporary	Short Stories/Essays/Poems Excerpts	Media/Visual ** Find relevant Ted Talks**
	<ul style="list-style-type: none"> Transcendentalism excerpts <ul style="list-style-type: none"> “Civil Disobedience” “Nature” “Self-Reliance” “Walden Pond” The Declaration of Independence The Constitution 	<ul style="list-style-type: none"> <i>Between the World and Me</i> by Ta-Nahesi Coates* <i>Tuesdays with Morrie</i> by Mitch Albom* <i>Into the Wild</i> by Jon Krakauer* 	<ul style="list-style-type: none"> Excerpt from <i>Cultish</i> Poems from <i>Leaves of Grass</i> “I, Too, Sing America” Langston Hughes “America, I Sing You Back” Allison Adelle Hedge Coke “Young Goodman 	<ul style="list-style-type: none"> <i>Into the Wild</i> film (R) <i>The Great Debaters</i> (PG-13) “Alan’s Speech” from TV show <i>Alone</i> The Hudson River School (Transcendentalist Arts)

			<p>Brown” by Nathaniel Hawthorne</p> <ul style="list-style-type: none"> • “Sinners in the Hands of An Angry God” • “I Have a Dream” speech • “Death of an Innocent” article 	
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Interdisciplinary Connections	<p>6.1.12.CivicsDP.5 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11b 6.1.12.CivicsDP.6.a 6.1.12.CivicsPR.6.a</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.IML.8 9.4.12.IML.4</p>

Modifications	<p>Students with Disabilities</p> <ul style="list-style-type: none"> • Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments 	<p>Struggling/At-Risk Students</p> <ul style="list-style-type: none"> • Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Provide opportunities for project based learning • Provide opportunities for independent 	<p>Multilingual Learners</p> <p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> • Kinesthetic learning experiences (manipulatives, movement, etc.)
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	<ul style="list-style-type: none"> • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<ul style="list-style-type: none"> • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable 	<p>studies</p> <ul style="list-style-type: none"> • Flexible Grouping • Jigsaw activities 	<ul style="list-style-type: none"> • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Teachers will choose **two** of the following reading units. Teachers will choose ONE classic core text to pair with a contemporary text. The texts may be excerpted. The contemporary texts may be used in book clubs and/or as recommended IR texts for that unit (which can also be used for the synthesis essay). *CP Recommendations

<p>Unit 2: Merging Cultures Unit Description/Overview: <i>This unit will focus on historical roots merged with American culture and the immigrant experience.</i> Approximate time frame: 8-10 weeks</p>	
Essential Questions	<ul style="list-style-type: none"> ● What compromises our identities? ● How do we value our lineage without overshadowing our different cultures? ● What is American Culture?
NJSLS	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action</p>

is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and 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.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

<p>Student Learning Objectives</p>	<ul style="list-style-type: none"> • Students will understand the ways in which identities develop. • Students will explore the thread of American culture throughout generations. • Students will define American Culture. • Students will understand conventions of selected literary genres (domain-specific language). • Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view 			
<p>Formative and Summative Assessments</p>	<p>Reading quizzes (F), Socratic seminars (F), book talks (S), unit exams (S), projects (S), presentations (S), research tasks (F), jigsaw presentations (F), Reader’s Responses (RRs) (F), class discussion (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (S), vocabulary and grammar quizzes (S), Membean (F/S), IXL)(F)</p>			
<p>Required/ Suggested Resources</p>	<p>Classic/Core Text</p>	<p>Contemporary</p>	<p>Short Stories/Essays/ Excerpts</p>	<p>Media/Visual</p>
	<ul style="list-style-type: none"> • <i>The Joy Luck Club</i> by Amy Tan* • <i>The Lone Ranger and Tonto Fistfight in Heaven</i> by Sherman Alexie* • <i>The Lowland</i> by Jhumpa Lahiri 	<ul style="list-style-type: none"> • <i>Americanah</i> Chmamanya Ngozi Adichie* • <i>There There</i> by Tommy Orange* • <i>Firekeeper’s Daughter</i> by Angeline Boulley • <i>The Tortilla Curtain</i> by TC Boyle 	<ul style="list-style-type: none"> • “Coming Home” by Shang Rae Lee • Short stories from “The Namesake” by Jhumpa Lahiri • Excerpts from Amy Chua’s <i>Battle Hymn of the Tiger Mother</i> or “Why Chinese Mothers are Superior” from the WSJ • <i>Crying in HMart</i> by (chapter 1 and excerpts) Michelle Zauner* • “Dear John Wayne” by Louise Erdrich 	<ul style="list-style-type: none"> • “Hyphen-Nation” • <i>American-Born Chinese</i> by Gene Luen Yang (graphic novel) • <i>They Called Us Enemy</i> by George Tekai, Justin Eisinger, Steven Scott (graphic novel) • <i>The Kite Runner</i> (PG-13) • <i>In America</i> (PG-13)

			<ul style="list-style-type: none"> • “Mother Tongue” by Amy Tan • <u>“One Today” by Richard Blanco</u> 	
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Interdisciplinary Connections	6.1.12.HistoryCA.3.b 6.1.12.CivicsDP.5 6.1.12.CivicsDP.5.a VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.4

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> • Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the 	<ul style="list-style-type: none"> • Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments 	<ul style="list-style-type: none"> • Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping 	Using images and other visual aids to support understanding of concepts <ul style="list-style-type: none"> • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines,

	<p>student and teacher</p> <ul style="list-style-type: none"> ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Jigsaw activities 	<p>study guides</p> <ul style="list-style-type: none"> ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Unit 3: Contemporary Issues

Unit Description/Overview: *Students will explore the ways in which contemporary issues/problems (poverty, racism, sexism, education) impact contemporary American society.*

Approximate time frame: 8-10 weeks

Essential Questions

- How do “classic” issues (poverty, racism, classism) still plague the contemporary landscape?
- What is the importance of education in terms of classism?
- Is the American Dream attainable?

NJSLS

- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

- RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and 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.
- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RIAA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

<p>Student Learning Objectives</p>	<ul style="list-style-type: none"> • Students will analyze the ways in which enduring challenges persist in American society. • Students will explore the extent to which the American Dream is attainable today and to previous generations. • Students will understand conventions of selected literary genres (domain-specific language). • Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view. 			
<p>Formative and Summative Assessments</p>	<p>Reading quizzes (F), Socratic seminars (F), book talks (S), unit exams (S), projects (S), presentations (S), research tasks (F), jigsaw presentations (F), Reader’s Responses (RRs) (F), class discussion (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (S), vocabulary and grammar quizzes (S), Membean (F/S), IXL (F)</p>			
<p>Required/ Suggested Resources</p>	<p>Classic/Core Text</p> <ul style="list-style-type: none"> • <i>Autobiography of Malcolm X</i> • <i>I Know Why the Caged Bird Sings</i> by Maya Angelou* • <i>Native Son</i> by Richard Wright • <i>Warrior Girl Unearthed</i> by Angeline Boulley 	<p>Contemporary</p> <ul style="list-style-type: none"> • <i>The Other Wes Moore</i> by Wes Moore* • <i>There There</i> by Tommy Orange • <i>Educated</i> by Tara Westover 	<p>Short Stories/Essays/ Excerpts</p> <ul style="list-style-type: none"> • Excerpts from <i>Why Are All the Black Kids Sitting Together in the Cafeteria</i> by Beverly Daniel Tatum • Excerpts from <i>Talking to Strangers</i> by Malcolm Gladwell • Excerpts from <i>The Short and Tragic Life of Robert Peace</i> by Jeff Hobbs • “Four Souls” by Louise Erdrich • “I have a dream” by Martin Luther King, Jr. • “Cathedral” by Raymond Carver 	<p>Media/Visual</p> <ul style="list-style-type: none"> • <i>Coda</i> (PG-13) • <i>13th</i> (NR) • <u>“Get Comfortable being Uncomfortable”</u> • <i>Between the World and Me</i> (HBO Series) • <i>Freedom Writers</i> (PG-13) • Ted Radio Hour podcasts • American Scandal podcasts • How I Built This podcasts • <i>The Great Debaters</i> (PG-13) • <u><i>Why Poor Students Drop Out Even When</i></u>

			<ul style="list-style-type: none"> • “Hills Like White Elephants” by Ernest Hemingway • <i>Nickel and Dimed</i> excerpts 	<p><u><i>Financial Aid Covers the Cost.</i></u></p> <ul style="list-style-type: none"> • <u><i>Test Your Awarenesses</i></u> • Excerpts from <i>Blindspot: Hidden Biases of Good People</i> • <i>Glory Road</i> (PG)
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Interdisciplinary Connections	<p>6.1.12.EconNE.13.c 6.1.12.CivicsDP.5 6.1.12.CivicsDP.5.a VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.IML.8 9.4.12.IML.2 9.4.12.IML.5</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> • Teacher modeling of skills/techniques to be mastered • Extended time to complete 	<ul style="list-style-type: none"> • Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be 	<ul style="list-style-type: none"> • Provide opportunities for project based learning • Provide opportunities for 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> • Kinesthetic learning experiences (manipulatives,

	<p>assignments</p> <ul style="list-style-type: none"> • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<p>mastered</p> <ul style="list-style-type: none"> • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable 	<p>independent studies</p> <ul style="list-style-type: none"> • Flexible Grouping • Jigsaw activities 	<p>movement, etc.)</p> <ul style="list-style-type: none"> • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Unit 4: Identity and Struggle

Unit Description/Overview: *Students will explore how their ethnicity, gender, and/or environmental circumstances influence their identities, struggles, choices, and self-awareness.*

Approximate time frame: 8-10 weeks

Essential Questions	<ul style="list-style-type: none">• Does our identity depend upon our ethnicity, gender, or any circumstances into which we are born?• How does struggle help or hinder our identities?
NJSLS	<ul style="list-style-type: none">• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.• RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.• RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.• RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.• RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).• RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

- RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and 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.
- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RIAA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

<p>Student Learning Objectives</p>	<ul style="list-style-type: none"> ● Students will understand how ethnicity, gender, or other circumstances influence identity. ● Students will understand how struggle helps or hinders identity formation. ● Students will understand conventions of selected literary genres (domain-specific language). ● Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view 			
<p>Formative and Summative Assessments</p>	<p>Reading quizzes (F), Socratic seminars (F), book talks (S), unit exams (S), projects (S), presentations (S), research tasks (F), jigsaw presentations (F), Reader’s Responses (RRs) (F), class discussion (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (S), vocabulary and grammar quizzes (S), Membean (F/S), IXL (F)</p>			
<p>Required/ Suggested Resources</p>	<p>Classic/Core Text</p> <ul style="list-style-type: none"> ● <i>The Awakening</i> by Kate Chopin ● <i>The Crucible</i> by Arthur Miller* ● <i>The Scarlet Letter</i> by Nathaniel Hawthorne ● <i>The Things They Carried</i> by Tim O’Brien ● <i>One Flew Over the Cuckoo’s Nest</i> by Ken Kesey 	<p>Contemporary</p> <ul style="list-style-type: none"> ● <i>The 57 Bus</i> by Dashka Slater* ● <i>Between the World and Me</i> by Ta-Nahesi Coates* ● <i>Hidden Valley Road</i> by Robert Kolker ● <i>The Firekeeper’s Daughter</i> by Angeline Bouley* ● <i>The Other Wes Moore</i> by Wes Moore ● <i>The Color of Water</i> by James McBride 	<p>Short Stories/Essays/ Excerpts</p> <ul style="list-style-type: none"> ● “Black Men in Public Spaces” by Brent Staples ● “We Should All Be Feminists” by Chimamanda Ngozi Adichie ● “The Story of an Hour” by Kate Chopin ● “Young Goodman Brown” by Nathaniel Hawthorne ● “Cathedral” by Raymond Carver ● “The Man Who Was Almost a Man” by Richard Wright ● “Dear John Wayne” by 	<p>Media/Visual Talks</p> <ul style="list-style-type: none"> ● Ted Talk: What I Learned from 100 Days of Rejection ● Words that Don’t Belong to Everyone ● What Does My Headscarf Mean to You? ● <i>Stand By Me</i> (R) ● <i>Hidden Figures</i> (PG)

		<ul style="list-style-type: none"> • <i>If You Come Softly</i> by Jacqueline Woodson • <i>Warrior Girl Unearthed</i> by Angeline Boulley 	<p>Louise Erdrich</p> <ul style="list-style-type: none"> • “Yellow Wallpaper” by Charlotte Perkins Gilman 	
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Interdisciplinary Connections	<p>6.1.12.HistoryUP.13.a 6.1.12.HistoryCC.13.d 6.1.12.CivicsDP.5 6.1.12.CivicsDP.5.a VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.IML.8 9.4.12.IML.2 9.4.12.CT.3</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> • Teacher modeling of skills/techniques to be mastered • Extended time to complete 	<ul style="list-style-type: none"> • Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be 	<ul style="list-style-type: none"> • Provide opportunities for project based learning 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> • Kinesthetic learning experiences (manipulatives,

	<p>assignments</p> <ul style="list-style-type: none"> ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>mastered</p> <ul style="list-style-type: none"> ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>movement, etc.)</p> <ul style="list-style-type: none"> ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Unit 5: The American Dream

Unit Description/Overview: *This unit will explore the ways in which the American Dream is attainable.*

Approximate time frame: 8-10 weeks

Essential Questions

- How does classism affect our identities and decisions?
- Is social mobility in America possible?
- Can classism truly be eradicated?
- What makes a person “moral”?
- Is the American Dream attainable?

NJSLS

- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
- RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

	<ul style="list-style-type: none"> ● RI.TS.11–12.4. Evaluate the author’s choices concerning structure and 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. ● RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). ● RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. ● RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). ● RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). ● RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. ● RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics. ● RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
<p>Student Learning Objectives</p>	<ul style="list-style-type: none"> ● Students will understand the impact of class on their identity and decisions. ● Students will understand conventions of selected literary genres (domain-specific language). ● Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view
<p>Formative and Summative Assessments</p>	<p>Reading quizzes (F), Socratic seminars (F), book talks (S), unit exams (S), projects (S), presentations (S), research tasks (F), jigsaw presentations (F), Reader’s Responses (RRs) (F), class</p>

	discussion (F) , discussion/reaction posts (F) , Canvas journals (F) , Padlet postings (F) , group work (F) , synthesis writing (S) , timed writing (S) , vocabulary and grammar quizzes (S) , Membean (F/S) , IXL (F)			
Required/ Suggested Resources	Classic/Core Text	Contemporary	Short Stories/Essays Excerpts	Media/Visual
	<ul style="list-style-type: none"> • <i>The Great Gatsby</i> by F. Scott Fitzgerald* • <i>The Grapes of Wrath</i> by John Steinbeck • <i>Death of a Salesman</i> Arthur Miller* 	<ul style="list-style-type: none"> • <i>Hillbilly Elegy</i> by J. D. Vance (excerpts) • <i>The Other Wes Moore</i> by Wes Moore • <i>Nickel and Dimed</i> by Barbara Ehrenreich* • <i>Enrique’s Journey</i> by Sonia Nazaro 	<ul style="list-style-type: none"> • “Everyday Use” by Alice Walker • “Everything That Rises Must Converge” by Flannery O’Connor • “The Lesson” by Toni Cade Bambara 	<ul style="list-style-type: none"> • <i>Just Mercy</i> (PG-13) • <i>Operation Varsity Blues</i> (R) • <i>The Greatest Showman</i> (PG) • <i>The Cinderella Man</i> (PG-13)

Interdisciplinary Connections	6.1.12.HistorySE.14.b 6.1.12.HistoryCC.16.b 6.1.12.CivicsDP.5 6.1.12.CivicsDP.5.a VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly

	arrangement <ul style="list-style-type: none"> ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 			and delivered in both written and oral forms
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GRAMMAR & LANGUAGE

<p>Unit Description/Overview<i>The purpose of this unit is to familiarize students with grade-appropriate grammar skills to use in their writing and speaking. They will gain an understanding of the components of the English language that improve communication.</i></p> <p>Time frame: Ongoing, entire school year.</p>	
Essential Questions	<ul style="list-style-type: none"> ● How can understanding grammar and punctuation rules make writing and speaking more effective? ● How can an expanded vocabulary improve interpersonal and professional communication?
Student Learning Objectives	<ul style="list-style-type: none"> ● Students will apply appropriate punctuation and grammar rules, such as subject-verb agreement, verb tense consistency, and comma usage, in their writing to ensure clarity and correctness. ● Students will understand grade-level vocabulary in context to enhance their writing and speaking skills.
Standards	Grade 11 Grammar Standards (2023) L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is

sometimes contested.

B. Observe hyphenation conventions.

[IXL Practice:](#)

[Use hyphens in compound adjectives](#) |

C. Recognize spelling conventions.

[IXL Practice:](#)

[Correct errors with commonly misspelled words](#) |

L.KL.11–12.2. 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. 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.

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

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[IXL Practice:](#)

[Choose the word whose connotation and denotation best match the sentence](#)

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, 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.

[IXL Practice:](#)

[Use context to identify the meaning of a word](#)

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

[IXL Practice:](#)

[Determine the meanings of words with Greek and Latin roots](#)

[Use etymologies to determine the meanings of words](#)

C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

D. 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.

[IXL Practice:](#)

[Use dictionary entries to determine correct usage](#)

E. 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).

[IXL Practice:](#)

[Choose the word whose connotation and denotation best match the sentence](#)

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

[IXL Practice:](#)

[Interpret the figure of speech](#)

[Classify the figure of speech: euphemism, hyperbole, oxymoron, paradox](#)

[Classify the figure of speech: anaphora, antithesis, apostrophe, assonance, chiasmus, understatement](#)

[Classify the figure of speech: review](#)

[Analyze the effects of figures of speech on meaning and tone](#)

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

[IXL Practice:](#)

[Describe the difference between related words](#)

	<p>Choose the word whose connotation and denotation best match the sentence Use words accurately and precisely</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p> <p>IXL Practice: Which text is most formal? Compare passages for subjective and objective tone</p>
Formative and Summative Assessments	<p>Suggested Activities (as needed):</p> <ul style="list-style-type: none">● Teacher-led mini-lessons● Student-led mini-lessons● Pre-test/post-tests● Sample sentence corrections● Review & corrections of student writing● IXL practice● IXL quizzes● Padlet posting● Group work● Membean training● Membean quizzes <p><u>Formative:</u> Students will be given a pre-assessment at the beginning of the year.</p> <p><u>Summative:</u> Monthly quizzes to assess each skill, skill assessment in essay writing, post-assessment in May</p>

SPEAKING & LISTENING

Unit Description/Overview

The purpose of this unit is to review and expand upon speaking, listening, and presenting skills studied in grade ten. Through a variety of speaking and listening focused contexts, students will further their understanding of the components that create efficacy in speaking, presenting, slide design, and active-listening. Students will also build upon their understanding of source-credibility, learning to understand how to establish their own credibility as speakers. Students will continue to incorporate multimedia into their presentations, as they synthesize multiple sources and mediums. In this unit, students will be introduced to evaluating multiple components of speakers' presentations, leading to a deeper understanding of what it means to be active listeners: those who evaluate the messages they consume. The intention is for the exploration of and attention to these skills not only during this unit but also throughout the entire course.

Approximate time frame: Approximately 1-2 weeks AND throughout the year/paired with Reading and/or Writing Units

Essential Questions

- How can we engage our audience while executing our purpose?
- How can we practice active listening?
- How can we best engage in discourse, and why are such factors effective?
- How do we create open-ended questions that encourage discussion?
- How do we design slides effectively, and why are these slides successful in aiding presentations?
- How do we determine the credibility of a source, and why is credibility important?
- How do we establish credibility as speakers?
- Why should we use digital media in presentations?
- Why and how do we integrate multiple sources and formats of information?

Student Learning Objectives

- Review and practice grade-level appropriate speaking skills (i.e. eye contact, body language/posture, voice projection, and enunciation)
- Review and practice active listening skills (i.e. eye contact, body language/posture, and note-taking)
- Review and employ appropriate conversations skills (i.e. prepare for academic conversations, propel conversations forward, and respond to others' statements and perspectives thoughtfully)

	<ul style="list-style-type: none">● Create grade-level appropriate open-ended questions● Design slides with minimal text, large images, use of negative space, coordinating colors, and correct citations● Determine the accuracy and credibility of a speaker and/or source● Synthesize information from a number of sources● Integrate multiple credible sources into conversations● Incorporate multiple sources and digital media formats in presentations● Evaluate the various components of speakers' arguments
Standards	<p>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none">A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>SL.II.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.</p> <p>SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

	<p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Formative and Summative Assessments	<p><u>Formative:</u></p> <p>Minimum of three Socratic Seminars/Harkness Model Discussions</p> <ul style="list-style-type: none">● At least ONE of the three must be a Harkness Model Discussion● Students read/review the associated text(s) beforehand● Student read outside scholarly resources beforehand● Students create their own open-ended questions<ul style="list-style-type: none">○ Questions must include those based on outside scholarly resources <p>Minimum of two individual presentations</p> <ul style="list-style-type: none">● Students should design a minimum of three slides each● Students should include a minimum of one multimedia element● <i>Suggested topics:</i><ul style="list-style-type: none">● Book talks● Grammar Presentations <p>Listening Activity</p> <ul style="list-style-type: none">● During presentations, students in the audience should complete scaffolded versions of the following standard: “Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.” <p>Suggested Activities throughout the year (to pair with reading and writing units):</p>

	<ul style="list-style-type: none">● Small-group presentations● Round-table discussions● Jigsaws● Share-outs● (Impromptu) speeches● Book talks● Grammar presentations <p><u>Summative:</u></p> <p>Socratic Seminar + Questions /Harkness Model Discussion</p> <p>~One Minute Presentation of Digital Aspect of Research Paper</p> <ul style="list-style-type: none">● This presentation aligns with the assigned research paper for the course <p>CULMINATING GRADED TASKS:</p> <p>3-5 minute individual presentation on topic relevant to course curriculum (three slide minimum)</p> <ul style="list-style-type: none">● Students must “integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally)”● Students must “make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements)in presentations to enhance findings, reasoning, and evidence and to add interest” <p>Listening Activity</p> <ul style="list-style-type: none">● During presentations, students in the audience should “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.”
Required/	How to Conduct a Socratic Seminar (via <i>Facing History and Ourselves</i>)

Suggested Resources	<p>How to Conduct a Harkness Model Discussion /Resources</p> <p>Suggested Socratic Seminar Rubric (Standard-based)</p> <p>Evaluating the Credibility of Sources (via Columbia University)</p> <p><i>The Naked Presenter</i> by Garr Reynolds</p> <p>Presentation Zen</p>
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