

# **Pascack Valley Regional High School District**

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

**Course Name: English IV/Honors English IV: World Literature and Culture**

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

## **English IV/Honors English IV: World Literature and Culture**

**COURSE DESCRIPTION:** World Literature/Honors World Literature is a senior-level English course designed to further students' understanding, appreciation, and comprehension of classic and contemporary literature from a variety of authors from around the world. Additionally, students will practice their writing skills in argumentative, narrative, and expository modes. Multiple opportunities are provided for individual and group projects, as well as oral presentations.

### **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><a href="#">READING</a></u>	<u><a href="#">WRITING</a></u>	<u><a href="#">SPEAKING &amp; LISTENING</a></u>	<u><a href="#">GRAMMAR</a></u>
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## READING UNITS

<b>Required Unit: Cinderella Stories from Around the World</b> Unit Description/Overview: Students will explore different versions of the Cinderella story to examine how different cultures portray a similar text from various perspectives.  Approximate time frame: 1 week	
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• What are common threads seen through the study of different cultures' folklore?</li><li>• Why is folklore important to the preservation of culture?</li><li>• How has folklore changed?</li></ul>
<b>NJSLS</b>	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.

	<p>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).</p> <p>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).</p>
<p><b>Student Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>● Students will be able to connect historical thinking to current-day society.</li> <li>● Students will understand the conventions of selected literary genres (domain-specific language).</li> <li>● Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view.</li> <li>● Students will synthesize texts for subtle and major differences and similarities and think critically about what this can mean.</li> </ul>
<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes <b>(F)</b>, Socratic seminars <b>(F/S)</b>, book talks <b>(F/S)</b>, unit exams <b>(S)</b>, projects <b>(F/S)</b>, presentations <b>(F)</b>, research tasks <b>(F)</b>, jigsaw presentations <b>(F/S)</b>, Reader’s Responses (RRs) <b>(F)</b>, class discussions <b>(F)</b>, discussion/reaction posts <b>(F)</b>, Canvas journals <b>(F)</b>, Padlet postings <b>(F)</b>, group work <b>(F)</b>, synthesis writing <b>(S)</b>, timed writing <b>(F/S)</b>, vocabulary and grammar quizzes <b>(F/S)</b>, Membean <b>(F/S)</b>, IXL <b>(F/S)</b></p>
<p><b>Required/ Suggested Resources</b></p>	<p style="text-align: center;"><b>Classic/Core Text</b></p> <p><u>Cinderella myths from around the world</u></p>

<p><b>Interdisciplinary Connections</b></p>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
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	<p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>

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

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


Students will compare news stories from American media outlets with news articles from international sources.

Approximate time frame: Ongoing

**Essential Questions**

- What are common threads seen through the study of different cultures' news stories?



<b>NJSLS</b>	<p>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.</p> <p>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).</p> <p>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).</p> <p>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.</p> <p>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> <p>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>  <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>
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	<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><b>Student Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>● Students will understand the ways in which news stories are conveyed in different parts of the world.</li> <li>● Students will think critically about biases in news and how stories are interpreted and translated differently throughout the world.</li> <li>● Students will think critically about viewpoints, perspectives, and the importance of reading multiple perspectives.</li> </ul>	
<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes (F), socratic seminars (F/S), book talks (F/S), unit exams (S), projects (F/S), presentations (F), research tasks (F), jigsaw presentations (F/S), Reader’s Responses (RRs) (F), class discussions (F), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/S), IXL (F/S)</p>	
<p><b>Required/ Suggested Resources</b></p>	<p style="text-align: center;"><b>Core Texts</b></p>	<p style="text-align: center;"><b>Media/Visual</b> <b>** Find relevant Ted Talks**</b></p>
	<ul style="list-style-type: none"> <li>● <a href="#"><u>BBC News World</u></a></li> <li>● <a href="#"><u>Al Jazeera</u></a></li> <li>● <a href="#"><u>Russian Federation</u></a></li> <li>● <a href="#"><u>Times of India</u></a></li> <li>● <a href="#"><u>DW (German News Org)</u></a></li> <li>● <a href="#"><u>France 24</u></a></li> <li>● <a href="#"><u>News 24 (South Africa)</u></a></li> <li>● <a href="#"><u>Channel News Asia</u></a></li> <li>● <a href="#"><u>The Local (Spain)</u></a></li> <li>● <a href="#"><u>ALAI (Latin America and Spain)</u></a></li> <li>● <a href="#"><u>Sydney Morning Herald (AU)</u></a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#"><u>“How Post-War Italy Created the Paparazzi”</u></a></li> <li>● <a href="#"><u>Windows and Mirrors TED Talk</u></a></li> </ul>

<p><b>Interdisciplinary Connections</b></p>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></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><b>Modifications</b></p>	<p><b>Students with Disabilities</b></p>	<p><b>Struggling/At-Risk Students</b></p>	<p><b>Gifted and Talented</b></p>	<p><b>Multilingual Learners</b></p>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and</li> </ul>

	<p>time</p> <ul style="list-style-type: none"> <li>• Assist students with long and short term planning of assignments</li> <li>• Posts and reviews clear criteria for proficient work</li> <li>• Restate, reread, and clarify directions/questions</li> <li>• Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Provide oral reminders and monitor student work during independent work</li> <li>• Small group instruction</li> <li>• Maintain a consistent routine/schedule</li> <li>• Flexible grouping</li> <li>• Provide student exemplars to communicate expectations</li> <li>• Sentence frames/starters</li> <li>• Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw activities</li> </ul>	<p>starters</p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Use of concrete examples</li> <li>• Provide immediate feedback</li> <li>• Preferential seating</li> <li>• Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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**Unit 1: Heroes and Antiheroes**

Unit Description/Overview: Students will explore the ways in which societies elevate heroic actions and people and the impact that status has on society as a whole.

Approximate time frame: 6-8 weeks

**Essential Questions**

- What is a hero?
- Does culture play a part in crafting a hero?

	<ul style="list-style-type: none"><li>• Are all heroes people that one can look up to?</li></ul>
<b>State Standards</b>	<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>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>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).</p> <p>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.</p> <p>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).</p> <p>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).</p>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>• Students will be able to articulate the characteristics of heroes.</li><li>• Students will be able to analyze the way in which cultures and values influence those we deem as heroes.</li><li>• Students will explore the qualities of both heroes and antiheroes.</li></ul>

	<ul style="list-style-type: none"> <li>• Students will explore the way in which zeitgeist contributes to our depiction of heroes in literature.</li> <li>• Students will understand the conventions of selected literary genres (domain-specific language).</li> <li>• Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view.</li> </ul>		
<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes <b>(F)</b>, Socratic seminars <b>(F/S)</b>, book talks <b>(F/S)</b>, unit exams <b>(S)</b>, projects <b>(F/S)</b>, presentations <b>(F)</b>, research tasks <b>(F)</b>, jigsaw presentations <b>(F/S)</b>, Reader’s Responses (RRs) <b>(F)</b>, class discussions <b>(F)</b>, discussion/reaction posts <b>(F)</b>, Canvas journals <b>(F)</b>, Padlet postings <b>(F)</b>, group work <b>(F)</b>, synthesis writing <b>(S)</b>, timed writing <b>(F/S)</b>, vocabulary and grammar quizzes <b>(F/S)</b>, Membean <b>(F/S)</b>, IXL <b>(F/S)</b></p>		
<p><b>Required/Suggested Resources</b></p>	<p><b>Core Texts</b></p>	<p><b>Short Stories/Essays/Poems Excerpts</b></p>	<p><b>Media/Visual</b></p>
	<ul style="list-style-type: none"> <li>• <i>The Metamorphosis*</i> by Franz Kafka</li> <li>• <i>The Stranger*</i> by Albert Camus</li> <li>• <i>A Man Called Ove*</i> by Frederik Backman</li> <li>• <i>The Kite Runner*</i> by Khaled Hosseini</li> <li>• <i>Frankenstein</i> by Mary Shelley</li> </ul>	<ul style="list-style-type: none"> <li>• excerpts from <i>Paradise Lost</i></li> <li>• “Frederick Douglass: 1817-1895” Langston Hughes</li> <li>• <u>“The Preacher: Ruminates Behind the Sermon” Gwendolyn Brooks</u> (poem)</li> <li>• <u>“The Terror” by Junot Diaz</u></li> <li>• <u>“Araby” by James Joyce</u></li> </ul>	<ul style="list-style-type: none"> <li>• Exemplar hero/antihero from <i>Walking Dead</i> (other possibilities of specific examples are <i>Breaking Bad</i>, <i>Sons of Anarchy</i>, <i>Soprano</i>)</li> <li>• Students will choose an episode of a drama and explore the qualities of heroes and antiheroes</li> <li>• <i>The Gladiator</i> (R)</li> <li>• <i>Les Misérables</i> (PG-13)</li> <li>• <i>Forrest Gump</i> (PG-13)</li> <li>• <i>The Matrix</i> (R)</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among</p>		

	<p>the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>

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

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

Unit Description/Overview: Students will explore the invaluable nature of freedom.

Approximate time frame: 6-8 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What does oppression look like? What does freedom?</li> <li>• How do oppression and freedom relate to each other?</li> </ul>
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	<ul style="list-style-type: none"><li>• Does freedom come with a price?</li></ul>
<b>State Standards</b>	<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>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>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).</p> <p>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.</p> <p>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).</p> <p>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).</p>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>• Students will understand the impact of oppression (political, religious, cultural, sexual).</li><li>• Students will understand the price of freedom.</li><li>• Students will understand the conventions of selected literary genres (domain-specific language).</li><li>• Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view.</li></ul>

<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes <b>(F)</b>, socratic seminars <b>(F/S)</b>, book talks <b>(F/S)</b>, unit exams <b>(S)</b>, projects <b>(F/S)</b>, presentations <b>(F)</b>, research tasks <b>(F)</b>, jigsaw presentations <b>(F/S)</b>, Reader’s Responses (RRs) <b>(F)</b>, class discussions <b>(F)</b>, discussion/reaction posts <b>(F)</b>, Canvas journals <b>(F)</b>, Padlet postings <b>(F)</b>, group work <b>(F)</b>, synthesis writing <b>(S)</b>, timed writing <b>(F/S)</b>, vocabulary and grammar quizzes <b>(F/S)</b>, Membean <b>(F/S)</b>, IXL <b>(F/S)</b></p>		
<p><b>Required/Suggested Resources</b></p>	<p><b>Core Texts</b></p> <ul style="list-style-type: none"> <li>● <i>In The Time of the Butterflies</i> by Julia Alvarez</li> <li>● <i>Reading Lolita in Tehran</i> by Azar Nafisi</li> <li>● <i>Homegoing</i> by Yaa Gyasi</li> <li>● <i>Born a Crime</i> by Trevor Noah*</li> <li>● <i>Fountains of Silence</i> by Ruta Sepetys*</li> <li>● <i>Things Fall Apart</i> by Chinua Achebe</li> <li>● <i>The Handmaid’s Tale</i> by Margaret Atwood*</li> <li>● <i>The Tempest</i> by William Shakespeare</li> </ul>	<p><b>Short Stories/Essays/Poems Excerpts</b></p> <ul style="list-style-type: none"> <li>● Indigenous excerpts</li> <li>● <u>“Dear John Wayne”</u> and <u>“Indian Boarding School: The Runaways”</u> by Louise Erdrich</li> <li>● “Death of a Tsotsi” Alan Paton</li> <li>● <u>“Homage”</u> by Nadine Gordimer</li> <li>● <u>“Lady Jordan”</u> by Denice Frohman (poem)</li> <li>● <u>“Passive Voice”</u> by Laura Da’ (poem)</li> <li>● <u>“My Father’s ‘Norton Introduction to Literature,’ Third Edition (1981)”</u> by Hai-Dang Phan (poem)</li> <li>● “The Chair Carrier” by Yusuf Idris (10th grade ss book)</li> </ul>	<p><b>Media/Visual</b></p> <p><u>“The Convocation”</u> by <u>Marjane Satrapi</u> <i>Hotel Rwanda (PG-13)</i> <i>Pan’s Labyrinth (R)</i> <i>Invictus (PG-13)</i> <i>Braveheart (R)</i> <i>Little Women (PG)</i> <i>Les Misérables (PG-13)</i></p>

<p><b>Interdisciplinary Connections</b></p>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p>
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	<p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).</p>

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

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

Unit Description/Overview: Students will explore the ways in which people believe or disbelieve what they see and hear, and why they may do it.

Approximate time frame: 6-8 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does perspective shape or alter the truth?</li> <li>• How does writing help us make meaning of our lives?</li> </ul>
<b>State Standards</b>	<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>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>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).</p> <p>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.</p> <p>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).</p> <p>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).</p>
<p><b>Student Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>● Students will understand how multiple perspectives and individual experiences influence individuals’ and societies’ understanding of the world.</li> <li>● Students will understand the conventions of selected literary genres (domain-specific language).</li> <li>● Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view.</li> </ul>
<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes <b>(F)</b>, Socratic seminars <b>(F/S)</b>, book talks <b>(F/S)</b>, unit exams <b>(S)</b>, projects <b>(F/S)</b>, presentations <b>(F)</b>, research tasks <b>(F)</b>, jigsaw presentations <b>(F/S)</b>, Reader’s Responses (RRs) <b>(F)</b>, class discussions <b>(F)</b>, discussion/reaction posts <b>(F)</b>, Canvas journals <b>(F)</b>, Padlet postings <b>(F)</b>, group work <b>(F)</b>, synthesis writing <b>(S)</b>, timed writing <b>(F/S)</b>, vocabulary and grammar quizzes <b>(F/S)</b>,</p>

Membean (F/S), IXL (F/S)			
Required/ Suggested Resources	Core Texts	Short Stories/Essays/Poems Excerpts	Media/Visual
		<ul style="list-style-type: none"> <li>• <i>The Life of Pi</i> by Yann Martel</li> <li>• <i>The Alchemist</i> Paul Cohelo</li> <li>• <i>Great Expectations</i> by Charles Dickens</li> <li>• <i>Hamlet</i> by William Shakespeare</li> <li>• <i>Othello</i> by William Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>• “Ulysses” Tennyson (poem)</li> <li>• <i>The Canterbury Tales</i> by Geoffrey Chaucer</li> <li>• “Shooting An Elephant” by George Orwell (<i>Uncharted Territory</i> 456)</li> <li>• “The Night Face Up” Julio Cortazar</li> <li>• “Apollo” by Chimamanda Ngozi Adichie</li> <li>• “Penelope” by Carol Ann Duffy (poem)</li> <li>• “The Chair Carrier” by Yusuf Idris (10th grade short story book)</li> </ul>

<b>Interdisciplinary Connections</b>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p>
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	RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
<b>Career Readiness, Life Literacies, and Key Skills</b>	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

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

	<p>Turn-and-Talk, etc.)</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>	<p>communicate expectations</p> <ul style="list-style-type: none"> <li>• Sentence frames/starters</li> <li>• Provide immediate feedback when applicable</li> </ul>		<p>speech that is appropriate to students' language proficiency level</p> <ul style="list-style-type: none"> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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### Unit 4: Building Relationships/Forging Communities

Unit Description/Overview: Students will explore the power of relationships and the benefits and problems of belonging to a community.

Approximate time frame: 6-8 weeks

<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What makes a community?</li> <li>• What does a community need to survive?</li> <li>• What is an individual's responsibility to a community? What is the community responsibility to each individual?</li> </ul>
<p><b>State Standards</b></p>	<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>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>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).</p> <p>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.</p> <p>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).</p> <p>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).</p>		
<p><b>Student Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• Students will understand how multiple perspectives and individual experiences influence individuals’ and societies’ understanding of the world.</li> <li>• Students will understand the conventions of selected literary genres (domain-specific language).</li> <li>• Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view.</li> </ul>		
<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes <b>(F)</b>, Socratic seminars <b>(F/S)</b>, book talks <b>(F/S)</b>, unit exams <b>(S)</b>, projects <b>(F/S)</b>, presentations <b>(F)</b>, research tasks <b>(F)</b>, jigsaw presentations <b>(F/S)</b>, Reader’s Responses (RRs) <b>(F)</b>, class discussions <b>(F)</b>, discussion/reaction posts <b>(F)</b>, Canvas journals <b>(F)</b>, Padlet postings <b>(F)</b>, group work <b>(F)</b>, synthesis writing <b>(S)</b>, timed writing <b>(F/S)</b>, vocabulary and grammar quizzes <b>(F/S)</b>, Membean <b>(F/S)</b>, IXL <b>(F/S)</b></p>		
<p><b>Required/ Suggested Resources</b></p>	<p><b>Core Texts</b></p>	<p><b>Short Stories/Essays/Poems Excerpts</b></p>	<p><b>Media/Visual</b></p>
	<ul style="list-style-type: none"> <li>• <i>The Tempest</i> by William</li> </ul>	<ul style="list-style-type: none"> <li>• “Dear John Wayne” by Louise Erdrich</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Defiance (R)</i></li> </ul>

	<p>Shakespeare</p> <ul style="list-style-type: none"> <li>● <i>The Day the World Came to Town: 9/11 in Gander, Newfoundland</i> by Jim DeFede</li> <li>● <i>You Will Not Have My Hate</i> by Antoine Leiris</li> <li>● <i>Purple Hibiscus</i> by Chimamanda Ngozi Adichie</li> <li>● <i>Brooklyn</i> by Colm Toibin</li> <li>● <i>Born a Crime</i> by Trevor Noah*</li> </ul>	<p>(<i>Uncharted Territory</i> 277)</p> <ul style="list-style-type: none"> <li>● <u>"Indian Boarding School: The Runaways"</u> by Louise Erdrich</li> <li>● "The Rocking-horse Winner" by D. H. Lawrence (<i>Uncharted Territory</i> 771)</li> <li>● <u>"Identity Card"</u> Mahmoud Darwish (poem)</li> <li>● <u>"Untitled [Do you still remember: falling stars]"</u> by Rainer Maria Rilke (poem)</li> <li>● <u>"Waiting for the Barbarians"</u> by C.P. Cavafy (poem)</li> <li>● <u>"Ways of Rebelling"</u> by Nathalie Handal (prose poem)</li> <li>● <u>"Not yet"</u> by Claribel Alegria (poem)</li> <li>● <u>"The Hammock"</u> by Li-Young Lee (poem)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Brooklyn</i> (PG-13)</li> <li>● Select episodes of "The Walking Dead"</li> <li>● <i>The Goonies</i> (PG)</li> </ul>
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<p><b>Interdisciplinary Connections</b></p>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
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<b>Career Readiness, Life Literacies, and Key Skills</b>	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
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<b>Modifications</b>	<b>Students with Disabilities</b>	<b>Struggling/At-Risk Students</b>	<b>Gifted and Talented</b>	<b>Multilingual Learners</b>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>● Small group instruction</li> <li>● Space for movement and</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing,</li> </ul>

	<ul style="list-style-type: none"> <li>breaks</li> <li>● Flexible seating arrangement</li> <li>● Maintain a consistent routine/schedule</li> <li>● Provide immediate feedback when applicable</li> </ul>			<ul style="list-style-type: none"> <li>or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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**Unit 5: Revolution and War**

Unit Description/Overview: Students will read and discuss various texts where the characters' lives are disrupted by armed conflict and/or war.

Approximate time frame: 6-8 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do revolution and war affect development, regardless of participation?</li> <li>● Is a bystander just as culpable in war as a soldier?</li> <li>● Is there morality in war?</li> <li>● How do the trickle-down effects of war impose upon all?</li> </ul>
<b>State Standards</b>	<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>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>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).</p> <p>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.</p> <p>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).</p> <p>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).</p>
<p><b>Student Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>● Students will understand how multiple perspectives and individual experiences influence individuals’ and societies’ understanding of the world.</li> <li>● Students will understand the conventions of selected literary genres (domain-specific language).</li> <li>● Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view.</li> </ul>
<p><b>Formative and Summative Assessments</b></p>	<p>Reading quizzes <b>(F)</b>, Socratic seminars <b>(F/S)</b>, book talks <b>(F/S)</b>, unit exams <b>(S)</b>, projects <b>(F/S)</b>, presentations <b>(F)</b>, research tasks <b>(F)</b>, jigsaw presentations <b>(F/S)</b>, Reader’s Responses (RRs) <b>(F)</b>, class discussions <b>(F)</b>, discussion/reaction posts <b>(F)</b>, Canvas journals <b>(F)</b>, Padlet postings <b>(F)</b>, group work <b>(F)</b>, synthesis writing <b>(S)</b>, timed writing <b>(F/S)</b>, vocabulary and grammar quizzes <b>(F/S)</b>, Membean <b>(F/S)</b>, IXL <b>(F/S)</b></p>

Required/ Suggested Resources	Core Texts	Short Stories/Essays/Poems Excerpts	Media/Visual
	<ul style="list-style-type: none"> <li>• <i>Fountains of Silence</i> by Ruta Sepetys*</li> <li>• <i>A Long Way Gone</i> by Ishmael Beah*</li> <li>• <i>The Farming of Bones</i> by Edwidge Danticat</li> </ul>	<ul style="list-style-type: none"> <li>• “Dear John Wayne” by Louise Erdrich (<i>Uncharted Territory</i> 277)</li> <li>• “Indian Boarding School: The Runaways” by Louise Erdrich</li> <li>• <u>“loose strife [Somebody says draw a map]” by Quan Barry (poem)</u></li> <li>• <u>“Napalm” by Quan Barry (poem)</u></li> <li>• “The First Long Range Artillery Shell in Leningrad” by Anna Akhmatova (poem) <i>Literature &amp; Composition: Essential Voices, Essential Skills for the AP Course</i> Shea, Aufses, Scanlon, et. al.</li> <li>• <u>“Naming of Parts” by Henry Reed (poem)</u></li> <li>• <u>“The Terrorist, He Watches” by Wislawa Szymborska (poem)</u></li> <li>• <u>The Biography of Nelson Mandela</u></li> </ul>	<ul style="list-style-type: none"> <li>• <i>God on Trial (PG)</i></li> <li>• <i>1917 (R)</i></li> <li>• <i>Dunkirk (PG-13)</i></li> </ul>

<p><b>Interdisciplinary Connections</b></p>	<p>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the</p>
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	<p>cumulative impact of specific word choices on meaning and tone. RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>

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

	<p>with peers (Think-Pair-Share, Turn-and-Talk, etc.)</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Provide immediate feedback when applicable</li> </ul>		<ul style="list-style-type: none"> <li>• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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## WRITING UNITS

### Writing Unit 1: Argumentative Writing (Literary Analysis)

#### Unit Description/Overview

In this unit, students are introduced to lenses and literary theory as they read short stories and poetry. Students begin the unit by visualizing the texts that they read. Then, students consider the elements of story and how the structure of narratives impact the reader's understanding of their meanings. After that, students read poetry and look at how the structure and style of poems shape their interpretations. Throughout this unit, students read sample close readings and sample student responses and essays. At the end of the unit, students will compose a literary analysis essay using the lenses and/or literary theory to argue about a text's (or multiple texts') meaning.

Approximate time frame: 4-6 weeks

#### Essential Questions

- How do we perform literary analysis?
- How can we explicate texts?
- How do we use lenses to derive meaning from a text?
- How can we understand poetry?



<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>● Explicate texts</li><li>● View texts through different lenses to determine the texts' meanings</li><li>● Craft arguable theses</li><li>● Discover patterns and themes within a text</li><li>● Find evidence to support their interpretations of the text</li></ul>
<b>Standards</b>	<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> <ul style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</li></ul> <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</p>

	<p>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.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>
<b>Formative and Summative Assessments</b>	<p><u>Formative:</u></p> <ul style="list-style-type: none"><li>● “Draw Me a Picture” activity <i>The Pocket Instructor — Literature: 101 exercises for the college classroom</i> p.287</li><li>● “Questions for Responsive Reading and Writing” <i>The Bedford Introduction to Literature 8th Ed</i> p.48-50<ul style="list-style-type: none"><li>○ Sample student response and drafts of essays on p.50-66</li></ul></li><li>● Read teacher selection of chapters 4-8, 10, &amp; 13 in <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i><ul style="list-style-type: none"><li>○ Each chapter introduces terminology and explicitly explains how to use each specific theory</li></ul></li><li>● <i>The Bedford Introduction to Literature 8th Ed.</i> p.376-387<ul style="list-style-type: none"><li>○ Read “A&amp;P” by John Updike (p.753-57) and “Summer” by David Updike (p.376-380)</li><li>○ Answer “Considerations for Critical Thinking and Writing” p.380</li><li>○ Read and examine:<ul style="list-style-type: none"><li>■ “Questions for Writing: Developing a Topic into a Revised Thesis” p.381</li><li>■ “A Sample Brainstorming List” &amp; “A Sample First Thesis” p.382</li><li>■ “A Sample Revised Thesis” p.383-384</li><li>■ “A Sample Student Response” p.385-387</li></ul></li></ul></li><li>● <i>The Bedford Introduction to Literature 8th Ed.</i> p.774-780<ul style="list-style-type: none"><li>○ Read “Oh, Oh” by William Hathaway &amp; “A Sample Close Reading” p.774-776</li><li>○ Read “Catch” by Robert Francis &amp; “A Sample Student Analysis: Tossing Metaphors Together in ‘Catch’” p.776-780</li></ul></li><li>● <i>The Bedford Introduction to Literature 8th Ed.</i> p.804-806<ul style="list-style-type: none"><li>○ Read poetic songs by Bruce Springsteen, “You’re Missing” and Kayne West “My Way Home” and answer “Considerations for Critical Thinking and Writing”</li></ul></li></ul>

	<ul style="list-style-type: none"><li>● Read &amp; explicate “Sonnet: Lift no the painted veil which those who live” by Percy Bysshe Shelley <i>The Norton Field Guide to Writing with Readings and Handbook</i> p.206-7</li><li>● Read “Metaphor and Society in Shelly’s ‘Sonnet’” by Stephanie Huff <i>The Norton Field Guide to Writing with Readings and Handbook</i> p.207 and compare it to their explication</li></ul> <p><u>Summative:</u> Literary Analysis Essay</p> <ul style="list-style-type: none"><li>● 4-6 pages (1000-1500 words)</li><li>● MLA formatting</li><li>● Argues about the meaning of a text or multiple texts using one or more lenses/theories</li></ul>
<b>Required/ Suggested Resources</b>	<p>Required Resources:</p> <ul style="list-style-type: none"><li>● <i>The Norton Field Guide to Writing with Readings and Handbook</i> p.206-215</li><li>● <i>The Bedford Introduction to Literature (8th Ed.)</i></li><li>● <i>Beginning Theory: An Introduction to Literary and Cultural Theory (3rd Edition)</i> by Peter Barry</li></ul> <p>Suggested Resources:</p> <ul style="list-style-type: none"><li>● <i>The Pocket Instructor — Literature: 101 exercises for the college classroom</i> ed. by Diana Fuss &amp; William A. Gleason</li><li>● Model Close Reading and Essay about Fiction<ul style="list-style-type: none"><li>○ “A Rose for Emily” by William Faulkner</li><li>○ William Faulkner “On ‘A Rose for Emily’” p.102 of <i>The Bedford Introduction to Literature (8th Ed.)</i></li><li>○ “An Annotated Section of ‘A Rose for Emily’” p.104-105 of <i>The Bedford Introduction to Literature (8th Ed.)</i></li><li>○ Sample Student Response: “Conflict in the Plot of Faulkner’s ‘A Rose for Emily’” p.106 of <i>The Bedford Introduction to Literature (8th Ed.)</i></li><li>○ “‘One of us...’: Concepts of the Private and the Public in ‘A Rose for Emily’” by Willow D. Crystal p.791 of <i>The Norton Field Guide to Writing with Readings and Handbook</i></li></ul></li><li>● Model Student Essays about Poetry<ul style="list-style-type: none"><li>○ “I, Too” by Langston Hughes</li><li>○ “‘They’ll See How Beautiful I Am’: ‘I, Too’ and the Harlem Renaissance” by Irene Morstan p.796 of <i>The Norton Field Guide to Writing with Readings and Handbook</i></li><li>○ “The Use of Force” William Carlos Williams p.826 of <i>Elements of Argument: A Text and Reader 8th Edition</i></li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ “Conflicts in “The Use of Force”” by Jennifer Rampolla p.830 of <i>Elements of Argument: A Text and Reader 8th Edition</i></li> </ul> <p><b>CP ENGLISH IV additions for Analysis/Argument essay:</b></p> <ul style="list-style-type: none"> <li>● <a href="#"><i>“In a Grove”</i></a> by Ryunosuke Akutagawa. [short story]</li> <li>● <a href="#"><i>“Girl”</i></a> by Jamaica Kincaid [short story]</li> <li>● <a href="#"><i>“Dead Men’s Path”</i></a> by Chinua Achebe [short story]</li> <li>● <i>“And of Clay We are Created”</i> Isabel Allende</li> <li>● <i>“Was it a Dream”</i></li> <li>● Additional poems, short stories, and excerpts for analysis chosen from ENG IV Reading curriculum</li> </ul> <p>Model Student Essays</p> <ul style="list-style-type: none"> <li>● AI Generated Exemplar and non exemplars for analysis essay</li> </ul>
<p><b>Interdisciplinary Connections</b></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.</p> <p>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.</p> <p>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.</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>VPA9.4.12.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>

## Writing Unit 2: Narrative Writing

### Unit Description/Overview

In this unit, students are introduced to narrative techniques. Students begin the unit by reading, analyzing, and critiquing mentor texts. Then, students consider one topic of personal interest to write about. After that, students will use their own experience to drive their stylistic choices in their reflective writing. At the end of the unit, students will develop an essay about an artifact of relevance. They will retrace routes and experiences, conveyed through a personal “voice” in writing through punctuation, diction, syntax, and figurative language.

Approximate time frame: 4-6 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"><li>● How can a writer tailor their purpose to an audience when drafting a piece of writing?</li><li>● How can a writer create voice, both personally and in the characters they write about, through figurative language and other stylistic techniques?</li><li>● How can one use personal narrative to convey their identity and convictions?</li></ul>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>● Read, analyze, and critique mentor texts</li><li>● Write in response to a variety of personal narrative prompts with a specific and nuanced voice</li><li>● Choose one topic of personal interest to drive stylistic choices in reflective writing</li><li>● Develop an essay about an artifact of relevance</li><li>● Retrace routes and experiences, conveyed through a personal “voice” in writing through punctuation, diction, syntax, and figurative language</li></ul>
<b>Standards</b>	<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> <ul style="list-style-type: none"><li>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.</li><li>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li></ul>

	<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><b>Formative and Summative Assessments</b></p>	<p><u>Formative:</u> Triptych — in 3 columns, students describe an object and explain how they interact with it and how others interact with it. –narrative script- student selected topic music and images selected to reflect understanding of copyright; images and video from the web should not be more than 10% of video –analyze student samples and exemplars</p> <p><u>Summative:</u> MLA or APA format 1,000-1,500 words Personal Storytelling Artifact Essay Using sensory observation, study an artifact as deeply as you can. Write a narrative (“story”) that captures your encounter with the artifact.</p> <p><u>Exemplar</u></p>

	- Video Essay [5 minutes]
<b>Required/ Suggested Resources</b>	<p><u>"Ode to My Socks"</u> Pablo Neruda</p> <p><u>"How to Write a 100-Word Narrative: A Guide for Our Tiny Memoir Contest"</u> NYT Learning Network</p> <p><u>"From The Secret Life of Objects: Memoir"</u> Dawn Raffel</p> <p><u>"How to Video Essays"</u> by Greer Fyfe and Miriam Ross</p> <p><u>Video Essay Exemplars</u></p>

<b>Interdisciplinary Connections</b>	<p>VPA9.4.12.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>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p>
<b>Career Readiness, Life Literacies, and Key Skills</b>	<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>

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

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



*In this unit, students will create a research study by drawing relevant thematic connections between multiple perspectives. Students will compose a research question, conduct research, and analyze, evaluate, and select evidence to develop an argument. Students will consider objections, implications, and limitations. The research study should aim to fill a gap in the research and offer topics for further investigation. Sources will be cited using MLA or APA formatting.*

Approximate time frame: 4 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"><li>● How can we use data and research to influence the historical and societal narrative surrounding a topic?</li><li>● How can we construct research questions to guide a research topic?</li></ul>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>● Create a research study centered in united research questions, theoretical framework, and major topics</li><li>● Create a research study that brings forth something new to the reader by filling a gap in the literature</li><li>● Cite sources and format research using APA 7th edition or MLA 8th edition</li></ul>
<b>Standards</b>	<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> <ul style="list-style-type: none"><li>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.</li><li>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.</li></ul>

	<ul style="list-style-type: none"><li>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.</li><li>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li><li>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.</li><li>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</li></ul> <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.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>
<b>Formative and Summative Assessments</b>	You must identify a research question prompted by analysis of your topic. Your sources should be thematically linked. Students will gather information from a range of additional sources to develop and refine an argument. This should lead to a solution that answers your research question. and revise your argument.

	<p><u>Formative:</u> Investigate initial research topic with relevant thematic links Determine various perspectives on your topic Research question brainstorming Thematic link reflective writing peer-editing /writers workshop Students will use AI to generate research questions, a resource list, and outline. Students will access and cite at least 2 peer reviewed articles Students will use AI to generate feedback on rough drafts based on a rubric and make revisions as needed.</p> <p><u>Summative:</u> Research Paper 2,000 words 1000-1200 words Read and analyze materials to identify thematic connections among sources and possible areas for inquiry.</p>
<b>Required/ Suggested Resources</b>	PUSH-IN LESSONS FROM THE LIBRARIAN on research, information literacy and media literacy skills.

<b>Interdisciplinary Connections</b>	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.
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<b>Career Readiness, Life Literacies, and Key Skills</b>	<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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### Writing Unit 4: Digital Writing

#### Unit Description/Overview

*In this unit, students will transform a previous written product into a digital performance (website, infographic, etc.). Students will adhere to the conventions of the current genre while maintaining the message/content of the previous performance. Students will integrate media (pictures, video, audio, gifs, etc.) into their revised performances.*

Approximate time frame: 2-4 weeks

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does one rework a piece of writing to suit the needs of their current and specific audience?</li> <li>● How does a writer boil down their performance to one singular message?</li> <li>● How do visual components (video, graphics, photos, etc.) benefit the writer in communicating a condensed form of a written performance?</li> <li>● What digital tools allow writers to communicate with various audiences?</li> </ul>
<b>Student Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Evaluate a past piece of writing and condense to share information with a specific audience</li> <li>● Choose digital tools that effectively support communicating information in a new way</li> <li>● Compose a digital product that enhances the writer’s message through multimedia</li> </ul>

<b>Standards</b>	<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> <ul style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li><li>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li><li>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.</li><li>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</li></ul> <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>
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	<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>
<b>Formative and Summative Assessments</b>	<p><u>Formative:</u></p> <ul style="list-style-type: none"><li>● <a href="#">Elevator Story</a> (Boston University)</li><li>● <a href="#">3 Minute Movie That Reimagines A Text Essay</a> (CUNY Composition Community)</li></ul> <p><u>Summative:</u></p> <p>Transform the research paper into a Google Site or other digital format that condenses the essay into easy to process multi-modal digital content for an audience of teens.</p> <p>See research paper under “Expository”</p>
<b>Required/ Suggested Resources</b>	<ul style="list-style-type: none"><li>● <a href="#">Multimodal Projects &amp; Digital Composition Tools</a> (Purdue OWL)</li><li>● Adobe Express, Canva, Piktochart, or StoryboardThat for creating infographics</li><li>● <a href="#">Multimedia Guide</a> from Ole Miss (has helpful digital tools for any multimodal project)</li><li>● <a href="#">“What is Multimodal Composition?”</a> (Arizona State University)</li><li>● The New York Times’ <a href="#">Graphics Desk</a></li><li>● <a href="#">The Upshot</a> by The New York Times</li><li>● <a href="#">Visual Rhetoric</a> (Purdue OWL)</li><li>● Digital Writing and Research Lab’s <a href="#">Lesson Plans</a></li></ul>

<p><b>Interdisciplinary Connections</b></p>	<p>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.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p>9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data. 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. 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). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 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><b>Modifications</b></p>	<p><b>Students with Disabilities</b></p>	<p><b>Struggling/At-Risk Students</b></p>	<p><b>Gifted and Talented</b></p>	<p><b>Multilingual Learners</b></p>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended me to complete</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made</li> </ul>

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

### **Unit Description/Overview**

The purpose of this unit is to review and expand upon speaking, listening, and presenting skills studied in grade eleven. 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 continue to build upon their understanding of source-credibility, further exploring how to establish their own credibility as speakers. Students will continue to incorporate multimedia into their presentations, as they synthesize multiple sources and mediums. Building upon their skills from grade eleven, students will continue to evaluate multiple components of speakers' presentations, considering and evaluating 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 employ active listening skills in a variety of contexts?
- 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 convey the credibility to our audience?
- How do we establish credibility as speakers, and why is credibility important?
- Why should we use digital media in presentations; how does doing so enhance our arguments and 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)
- Create grade-level appropriate open-ended questions

	<ul style="list-style-type: none"><li>● Design slides with minimal text, large images, use of negative space, coordinating colors, and correct citations</li><li>● Determine the accuracy and credibility of a speaker and/or source</li><li>● Synthesize information from a number of sources</li><li>● Integrate multiple credible sources into conversations</li><li>● Incorporate multiple sources and digital media formats in presentations</li><li>● Evaluate the various components of speakers' arguments</li><li>● Adjust our speech, rhetoric, and presentations to a variety of audiences and contexts</li></ul>
<b>Standards</b>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

	<p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<b>Formative and Summative Assessments</b>	<p><u>Formative:</u></p> <p>Minimum of three Socratic Seminars/Harkness Model Discussions</p> <ul style="list-style-type: none"><li>● At least ONE of the three must be a Harkness Model Discussion</li><li>● Students read/review the associated text(s) beforehand</li><li>● Student read outside scholarly resources beforehand</li><li>● Students create their own open-ended questions<ul style="list-style-type: none"><li>○ Questions must include those based on outside scholarly resources</li></ul></li></ul> <p>Minimum of two individual presentations</p> <ul style="list-style-type: none"><li>● Students should design a minimum of three slides each</li><li>● Students should include a minimum of one multimedia element</li><li>● <i>Suggested topics:</i><ul style="list-style-type: none"><li>● Book talks</li><li>● Grammar Presentations</li></ul></li></ul>

Listening Activity

- 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.”

Suggested Activities throughout the year (to pair with reading and writing units):

- Small-group presentations
- Round-table discussions
- Jigsaws
- Share-outs
- (Impromptu) speeches
- Book talks
- Grammar presentations

Summative:

Socratic Seminar + Questions /Harkness Model Discussion

3-5 minute individual presentation based on Independent Reading Experience (four years)

- *Suggested topics:*
  - Reflection on reading progress
  - Reader identity
  - Future reading plans
  - Synthesis of multiple IR books into theme/genre

**CULMINATING GRADED TASKS:**

Presentation of Virtual Gallery (derived from research paper)

- Research must be evident in presentation

Listening Activity

	<ul style="list-style-type: none"> <li>• 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.”</li> </ul>
<p><b>Required/ Suggested Resources</b></p>	<p><a href="#">How to Conduct a Socratic Seminar</a> (via <i>Facing History and Ourselves</i>)</p> <p><a href="#">How to Conduct a Harkness Model Discussion /Resources</a></p> <p>Suggested <a href="#">Socratic Seminar Rubric</a> (Standard-based)</p> <p><a href="#">Evaluating the Credibility of Sources</a> (via Columbia University)</p> <p><i>The Naked Presenter</i> by Garr Reynolds <a href="#">Presentation Zen</a></p>

## GRAMMAR & LANGUAGE

<p><b>Unit Description/Overview:</b> The purpose of this unit is to improve students’ grade-appropriate grammar skills to use in their writing and speaking. They will continue to gain an understanding of the components of the English language that improve communication.</p> <p>Time frame: Ongoing, entire school year.</p>	
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• How can understanding grammar and punctuation rules make writing and speaking more effective?</li> <li>• How can an expanded vocabulary improve interpersonal and professional communication?</li> </ul>

<b>Student Learning Objectives</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Students will understand grade-level vocabulary in context to enhance their writing and speaking skills.</li></ul>
<b>Standards</b>	<p>Grade 12 Grammar Standards (2023)</p> <p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p>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.</p> <p>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.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>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.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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.</p>

	<p>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.</p> <p>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).</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</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>
<b>Formative and Summative Assessments</b>	<p>Suggested Activities (as needed):</p> <ul style="list-style-type: none"><li>● Teacher-led mini-lessons</li><li>● Student-led mini-lessons</li><li>● Pre-test/post-tests</li><li>● Sample sentence corrections</li><li>● Review &amp; corrections of student writing</li><li>● IXL practice for skills listed above</li><li>● IXL quizzes</li><li>● Padlet posting</li><li>● Group work</li><li>● Membean training</li><li>● Membean quizzes</li></ul> <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>