11th CP/A Curriculum updated Summer 2024

Grade 11: College Prep & Accelerated

Black Horse Pike Regional School District English Language Arts Curriculum

Grading Policy (link)

COURSE SYLLABUS

Overall Course Description: These courses involve students in examining traditional literary forms and in connecting timeless themes in classic British literature to contemporary writing, both fiction and nonfiction. Curriculum units are organized to engage students in understanding cultural perspectives on heroism, and in evaluating how authors craft language to convey argument, produce social commentary, and portray human experiences. Instructional activities, assignments, and assessments require that students apply critical reading skills in their written and spoken analysis of complex texts. Students are expected to perform independent research and collaborate with peers. Requirements include summer reading, a research paper, and independent reading throughout the school year.

Units	Timeframe	Focus Standards:	
Unit 1: Society & the Individual	Approximately 10 weeks (September - mid November)	Reading RL.CR.11-12.1; RL.CR.11-12.2; RL.CR.11-12.3; RL.CR.11-12.4; RI.CR.11-12.1; RI.CR.11-12.2; RI.CR.11-12.3; RI.CR.11-12.5 Writing W.IW.11-12.2 W.WP.11-12.4 W.RW.11-12.7	Speaking & Listening SL.PE.11-12.1 SL.PE.11-12.3 SL.AS.11-12.6 Language L.SS.11–12.1 L.KL.11–12.2
Unit 2: The Nature of Truth	Approximately 10 weeks (mid November - January)	Reading RL.CR.11-12.1; RL.CI.11-12.2; RL.IT.11-12.3;RL.TS.11-12.4;RI.CI.11-12.2; RI.IT.11-12.3; RI.TS.11-12.4; RI.PP.11-12.5; RI.MF.11-12.6; RL.CT.11–12.8 Writing W.IW.11-12.2; W.WP.11-12.4; W.WR.11-12.5; W.SE.11-12.6; W.RW.11-12.7	Speaking & Listening SL.PE.11-12.1; SL.II.11-12.2; SL.ES.11-12.3; SL.PI.11-12.4; SL.UM.11-12.5 Language L.KL.11–12.2 L.VI.11–12.4
Unit 3: Research and Dystopian Literature	Approximately 10 weeks (February - March)	Reading RL.IT.11-12.3; RL.TS.11-12.4;	Speaking & Listening SL.II.11-12.2

| | | RI.CR.11-12.1; RI.IT.11-12.3; RI.TS.11-12.4; RI.PP.11-12.5; RI.MF.11-12.6 RI.AA.11-12.7: RL.CT.11-12.8; RI.CT.11-12.8

Writing
W.AW.11-12.1

W.WR.11-12.5
W.SE.11-12.6; | SL.ES.11-12.3
SL.PI.11-12.4

SL.UM.11-12.5

Language
L.SS.11–12.1
L.VL.11–12.3 |
| Unit 4: Social Commentary & the Impact of the Individual | Approximately 10 weeks (April - June) | Reading
RL.CR.11-12.1; RI.CR.11-12.1
RL.CI.11-12.2; RI.CI.11-12.2
RI.TS.11-12.4; RL.PP.11-12.5;
RI.PP.11-12.5; RL.CT.11-12.8

Writing
W.NW.11-12.3
W.WP.11-12.4 | Speaking & Listening
SL.ES.11-12.3
SL.PI.11-12.4
SL.AS.11-12.6

Language
L.VL.11–12.3
L.VI.11–12.4 |

Unit 1: Society & the Individual	
Timeframe	10 weeks
Unit 1 Overview	This unit is designed to guide students' understanding of how the individual is both impacted and impacts society. The focus on the glorification and marginalization of individuals and groups within a society will open up conversations about what societies value and what happens when an individual finds themselves outside the normalized social sphere. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about belonging and seeking individualism and uses inquiry to engage students in learning processes that develop critical thinking about the role society has in developing the individual's perception of self worth. Students will analyze and evaluate texts that highlight the qualities glorified by societies and the individuals who are marginalized for not embodying these qualities. They will explore rhetorical strategies used by writers to evaluate society and expose readers to the problematic nature of society as it confines individuals. Poems and short stories about marginalization or seeking individual identity, as well as a novel that emphasizes the place of the individual within society will be used to draw real-world connections to historical Western societies as well as modern American society and to experiences relevant to the culture of learners in the classroom. Students will have agency to create poetry and prose (speeches, essays) that emphasizes who they are as individuals and how they feel they belong (or don't belong) within the larger society of modern America. Assessment will engage students in reading and discussion and be used to support their major writing as a demonstration of rhetorical technique and expression of their understanding of the individual and society.
Essential Questions: These establish inquiry to align the unit's assignments and	● How do cultural and societal norms influence our understanding and expression of human nature? ● In what ways can finding one's voice contribute to positive change in society? ● To what extent does the truth change depending on who's telling the story? ● Why is it important for people and cultures to construct narratives about their experience?

assessments	

Assessment	**Summative/Performance Assessments Plan**
	MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade
	    1. Writing Workshop (20%): aligned with W.IW.11-12.2 and RL.CR.11-12.1
	        a. Literary Analysis (Poetry/Short Fiction) Essay: Analyze how literary works use rhetorical strategies to explore and critique societal norms related to "othering," and evaluate how these strategies contribute to the glorification or marginalization of the individual within the text.
	        b. Write an analytical essay that examines the portrayal of the individual and societal structures in selected texts, using evidence to evaluate how the theme of "othering" influences the text's commentary on social norms and individual identity.
	    2. Performance Assessment (20%): aligned with RL.CI.11-12.2. suggested Performance Assessment
	        a. Create a multimedia presentation (video/commercial or infographic) that effectively communicates the concept of "Othering" by incorporating data on its impact on individuals and society, using evidence from assigned readings to highlight the necessity of inclusivity.
	        b. Conduct and present an in-depth interview with an individual who identifies as an "other," reflecting on their experiences and feelings, and compose a journal entry from the perspective of a historically or culturally significant figure who has been "othered," to detail their situation and emotional response.
	Independent Reading throughout the year
	
	<u>Minor Assessments</u>: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...
	Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar). *In marking period 1, the summer reading assessment counts as a 5% quiz grade.
	
	PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 11th grade writing skills, speaking and listening skills, and language skills.

Learning Targets
 	
These establish objectives to unify the unit's essential questions and assessment targets connected to standards
	In this unit, students will explore the theme of the individual and society. They will dive into the concept of "other" or "othering" as it pertains to societal norms in order to further their understanding of the glorification or marginalization of the individual. They will analyze poetry and prose and evaluate the use of rhetorical strategies to implicitly or explicitly examine social structures. By the end of the unit, students will create their own expressive piece of poetry and/or prose (speech/essay) with the lens of "other" as the perspective.
	
	<u>Reading</u>
	SWBAT analyze how the theme of "othering" is developed in selected poetry and prose, identifying the use of rhetorical strategies and their impact on societal norms.
	    ● Essential Question: How do different authors use rhetorical strategies to portray the theme of "othering" and its impact on societal norms?
	SWBAT compare and contrast the portrayal of marginalized individuals in different texts, examining how each author's use of language and structure influences the reader's perception of these characters.
	    ● Essential Question: In what ways do language and structure affect the portrayal of marginalized individuals across different texts?
	SWBAT evaluate how historical and cultural contexts shape the representation of "othering" in both classic and contemporary texts.
	    ● Essential Question: How do historical and cultural contexts influence the depiction of "othering" in literature?
	SWBAT interpret how poetic devices such as imagery, metaphor, and symbolism are used to explore themes of individual marginalization and societal norms.
	    ● Essential Question: How do poetic devices contribute to the exploration of marginalization and societal norms in poetry?
	SWBAT examine the effectiveness of various authors' approaches to highlighting societal issues related to "othering" through their use of tone, diction, and narrative perspective.

- Essential Question: How do tone, diction, and narrative perspective enhance the effectiveness of addressing societal issues related to "othering"?

<u>Writing</u>

SWBAT create a piece of poetry that reflects the theme of "othering," using literary devices to convey the experience of marginalized individuals.
- Essential Question: How can poetry be used to express the experiences and perspectives of marginalized individuals?

SWBAT compose an analytical essay that examines the use of rhetorical strategies in selected texts, focusing on how these strategies reveal themes of "othering" and societal impact.
- Essential Question: How do rhetorical strategies in literature reveal themes of "othering" and affect societal perspectives?

SWBAT draft a speech that advocates for inclusivity by addressing the concept of "othering" and its effects on individuals and society.
- Essential Question: How can a speech effectively advocate for inclusivity while addressing the effects of "othering" on individuals and society?

SWBAT write a reflective essay on their own creative process in composing a piece that explores themes of marginalization, evaluating how their work contributes to the discussion of societal norms.
- Essential Question: How does the creative process in writing poetry or prose contribute to a deeper understanding of societal norms and marginalization?

SWBAT develop a persuasive essay that argues for or against the continued relevance of themes related to "othering" in contemporary literature and society.
- Essential Question: How can persuasive writing effectively argue for or against the relevance of "othering" in today's literary and societal context?

<u>Speaking and Listening</u>

SWBAT present a spoken analysis of a chosen text, highlighting how it addresses the theme of "othering" and using evidence from the text to support their points.
- Essential Question: How can spoken presentations effectively communicate an analysis of how a text addresses the theme of "othering"?

SWBAT participate in a group discussion on the impact of "othering" in literature, providing thoughtful contributions and listening actively to differing viewpoints.
- Essential Question: How can active participation and listening in discussions enhance understanding of the impact of "othering" in literature?

SWBAT deliver a persuasive speech on the importance of addressing "othering" in modern media and literature, using clear arguments and effective rhetoric.
- Essential Question: What rhetorical techniques can be used in a speech to persuasively argue the importance of addressing "othering" in media and literature?

SWBAT engage in a debate on the effects of "othering" on societal norms, demonstrating the ability to use evidence and respond to counterarguments.
- Essential Question: How can debates be used to explore and challenge different perspectives on the effects of "othering" on societal norms?

SWBAT provide constructive feedback on peer presentations and written work related to the theme of "othering," focusing on clarity, effectiveness, and use of evidence.
- Essential Question: How can constructive feedback improve the clarity and effectiveness of presentations and written work exploring "othering"?

<u>Language</u>

SWBAT analyze how diction and tone in various texts influence the depiction of "othering" and contribute to the reader's understanding of societal issues.
- Essential Question: How do diction and tone affect the depiction of "othering" and the reader's understanding of societal issues?

SWBAT identify and utilize rhetorical devices such as ethos, pathos, and logos to enhance their writing about the theme of "othering."
- Essential Question: How can rhetorical devices be effectively used to enhance writing on the theme of "othering"?

SWBAT apply stylistic elements from poetry and prose to their own creative writing, focusing on how these elements can convey themes of marginalization and societal critique.
- Essential Question: How can stylistic elements from literature be applied to creative writing to effectively convey themes of marginalization and societal critique?

SWBAT revise their written work to improve clarity and coherence, ensuring that their language effectively addresses themes related to "othering" and societal norms.
- Essential Question: How can revising written work enhance the clarity and effectiveness of language in addressing themes of "othering" and societal norms?

	SWBAT analyze the use of figurative language in literature to understand its role in shaping perceptions of "othering" and societal structures. ● Essential Question: How does figurative language shape perceptions of "othering" and societal structures in literature?		
Vocabulary	Discipline-specific vocabulary used throughout the unit: 1. Metaphor/Simile 2. Allegory 3. Analogy 4. Irony/Satire 5. Personification 6. Hyperbole 7. Understatement 8. Symbol/Motif 9. Theme	Content-specific vocabulary students may learn during reading: 1. Society 2. Individualism 3. Marginalization 4. Glorification 5. Heroism 6. Ostracize 7. Othering	*For additional vocabulary practice, students will identify, understand, and use new words learned while reading specific texts and/or through individual vocabulary instruction through Membean program.*
Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.		
Resources	Independent Reading throughout the year **Long Fiction:** Suggested Choices: *1984, Brave New World, Frankenstein; Grendel; Things Fall Apart; Lord of the Flies, Animal Farm, Curious Incident of the Dog in the Nighttime; Fahrenheit 451* **Short Fiction:** *Beowulf, Sir Gawain & the Green Knight, Le Morte d'Arthur,* "The Mark of the Beast" (Kipling); "Bartleby, The Scrivener" (Melville); "Interpreter of Maladies" (Lahiri); A Dead Woman's Secret (Guy De Maupassant) **Essays:** "Beowulf: The Monsters and the Critics" (Tolkien); "What Makes a Hero?" (Zimbardo); Excerpt from "On Seeing England" (Kincaid)		

	Poetry: "Ozymandias" by Shelley, "Holy Sonnet 10" ("Death Be Not Proud") by Donne, "Ode to a Suit" by Neruda,, "When I Have Fears" by Keats, "To An Athlete Dying Young" by A.E. Housman, "The Soldier" by Rupert Brooke, "Wirers" by Sieg fried Sassoon, "Anthem for Doomed Youth" by Wilfred Owens; "The Wanderer" (Anglo -Saxon); "Seafarer" **Multimedia:** select scenes from "The Hobbit: The Desolation of Smaug" (film); TED Talk "The Danger of a Single Story" (Adichie)
Standards English Language Arts: [11-12 ELA Standards](#)	Reading 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.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. Writing 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. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). W.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.

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening

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

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

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

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

D.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

Language

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

B.	Observe hyphenation conventions.

C.	Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

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

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

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

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

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

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

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

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).

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

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

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

C.	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

D.	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Interdisciplinary Connections & Standards Visual and Performing Arts: Standards Social Studies/History: Standards 21st Century Skills, Technology, Career Education: Standards	**Social Studies/History:** ● 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history. ● 6.1.12.HistoryCA.3.b - Use evidence to determine the extent to which media (e.g., politically-focused print media, television, radio, internet) have influenced public perceptions of events and policy issues.. **Visual and Performing Arts:** ● 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work ● 1.5.12adv.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works **21st Century Skills, Technology, Career Education:** ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving ● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task ● 9.4.12.IML.2 - Evaluate digital sources for timeliness, accuracy, perspective, credibility, and relevance, and for opportunities for collaboration or reinterpretation.
Accomodations & Modifications	==Accommodations and Modifications (Do not remove links)== **Gifted and Talented** ● Provide supplementary or lengthier texts with higher-level questions ● Provide enrichment activities ● Use inquiry-based practices and allow student opportunities to conduct additional research ● Provide assessment or assignment choices that require more detail and deeper understanding ● Provide additional questions that prompt extensions of understanding ● Require research for projects in a specified format ● Provide assessment choices that require more detail and deeper understanding Special Education Accomodations/Modifications 504 Accomodations/Modifications MLL Accomodations/Modifications

Unit 2: The Nature of Truth	
Timeframe	10 weeks
Unit 2 Overview	Whether it's multiple interpretations of themes in Shakespearean drama and poetry or multiple points of view on a social issue, this unit is designed to guide students through the analysis of figurative and rhetorical language authors use when conveying their message. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives on themes and social issues and uses inquiry to engage students in learning processes that develop critical thinking about themes and issues relevant today. Students will analyze and evaluate Shakespearean Drama and informational texts on social issues as they consider real-world connections and experiences relevant to the culture of learners in the classroom.

	Students will have agency to choose topics and create an expository essay and performance assessment on the development of a theme throughout a text and the effect of media bias on an audience. Assessment will engage students in analysis and close reading and be used to demonstrate their understanding of how writer's use language to effect an audience.
Essential Questions: These establish inquiry to align the unit's assignments and assessments	● How does the pursuit of truth influence our understanding of the world and ourselves? ● What is the nature of truth, and how do we determine what is true? ● To what extent does the truth change depending on who's telling the story? How does perspective shape or alter truth? ● What is the relationship between truth and power? ● How can language be powerful/manipulate/inspire? ● What is the relationship between thinking and language? How close or far are they apart? ● How is literature life like? ● In what ways are all narratives influenced by bias and perspective? ● Why are there universal themes in literature—that is, themes that are of interest or concern to all cultures and societies? ● Why are some authors' works considered timeless? ● How do authors use literary and rhetorical devices to convey a message?

Assessment	**Summative/Performance Assessments Plan**
	MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade
	Summative Assessments: Writing Workshop & Performance Assessment
	  Writing Workshop aligned with *W.IW.11-12.2.*
	Explanatory Essay—can be done with Shakespeare or Media Bias but must be paired with associated standards..
	  1. **Shakespeare** (Writing Workshop or Performance Assessment) - **RL.IT.11-12.3.**
	    a. WW Option: "Should We Still Read Shakespeare" using provided texts and chosen Shakespearean Drama
	      i. Analyze the development of themes and character motivations in a selected Shakespearean drama and evaluate how these elements reflect the cultural, historical, and social contexts of the time, and comparing them to the themes presented in contemporary critiques of Shakespeare.
	      ii. Write an informative essay that synthesizes evidence from both the Shakespearean drama and contemporary texts to argue for or against the continued study of Shakespeare in modern education
	    b. PA Option: "Theme Throughout Play and Today" using Shakespearean Drama and examples of the theme in modern day texts
	      i. Analyze how a central theme in a selected Shakespearean drama is developed through character interactions, plot events, and literary devices, and compare its treatment to the portrayal of the same theme in contemporary texts.
	      ii. Evaluate the relevance of a Shakespearean theme in today's society by examining its manifestation in both the original play and modern texts, considering the historical, cultural, and social contexts that influence each portrayal.
	  2. **Media Bias** (Writing Workshop or Performance Assessment) - **RI.PP.11-12.5.**
	    a. WW Option: Analysis of differences and similarities with information and language/style/structure.
	      i. Analyze and compare how different media sources exhibit bias through variations in information presentation, language, style, and structure, to evaluate how these elements influence the reader's perception of the reported events or issues.
	      ii. Write an informative essay that synthesizes analysis of media bias across multiple sources and focus on how differences and similarities in information, language, style, and structure shape the presentation and perception of bias. The essay should clearly explain how these elements contribute to the overall effectiveness and credibility of the media sources.
	    b. PA Option: Infographic of bias or Debate using persuasive, strong diction
	      i. Create a visually compelling infographic that illustrates examples of media bias by incorporating strong,

	purposeful diction and design elements to highlight how bias is structured and presented in different media sources. ii. Perform a debate in which they use persuasive diction and rhetorical techniques to argue a position on the impact of media bias, and incorporate multimedia elements to enhance argument and demonstrate the effectiveness of their chosen strategies. <u>Minor Assessments</u>: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to… *Independent Reading Checks, Theme Analysis, Reading Check Quizzes, Vocabulary Quizzes, Media Bias Analysis, Mini-Debates, Writing Workshop, Writing Samples, and Socratic Seminar* **PREPARATION/PROGRESS/PARTICIPATION:** These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 11th grade writing skills, speaking and listening skills, and language skills.

Learning Targets
 	
These establish objectives to unify the unit's essential questions and assessment targets connected to standards
	In this unit, students will be looking at the nature of truth. In Shakespeare, they will find universal themes and in non-fiction, they will be looking at multiple sides of an issue. Either way, they are looking at where can we find truth in our world and in literature. When doing so, students will also look at an author's language and the choices they make in order to convey meaning.
	<u>Reading</u>
	SWBAT identify and analyze the use of figurative language in Shakespearean drama and poetry.
	    ● Essential Question: How does Shakespeare use figurative language to enhance themes and convey messages in his works?
	SWBAT evaluate multiple interpretations of themes in Shakespearean drama and poetry.
	    ● Essential Question: How can different interpretations of a theme in Shakespearean literature influence our understanding of the text?
	SWBAT compare and contrast rhetorical strategies used in informational texts on social issues.
	    ● Essential Question: In what ways do rhetorical strategies in informational texts shape our perception of social issues?
	SWBAT analyze the effectiveness of media bias in shaping the audience's perception of social issues.
	    ● Essential Question: How does media bias impact the audience's understanding and opinion of social issues?
	SWBAT examine the development of a theme across a text, including changes in tone and perspective.
	    ● Essential Question: How does a theme evolve throughout a text, and what does this reveal about the author's message?
	
	<u>Writing</u>
	SWBAT compose an expository essay analyzing the development of a theme in Shakespearean drama or poetry.
	    ● Essential Question: How can writing an expository essay help in understanding the evolution of a theme in Shakespearean literature?
	SWBAT create a performance assessment that demonstrates the impact of media bias on an audience's view of social issues.
	    ● Essential Question: How can a performance assessment illustrate the effects of media bias on audience perceptions of social issues?
	SWBAT develop a thesis statement that reflects an analysis of figurative and rhetorical language in a chosen text.
	    ● Essential Question: How does crafting a clear thesis statement guide the analysis of figurative and rhetorical language in literature?
	SWBAT write a critical response evaluating multiple perspectives on a social issue from informational texts.
	    ● Essential Question: How can a critical response help in evaluating and understanding different perspectives on a social issue?
	SWBAT use evidence from texts to support their analysis and claims in essays and written responses.
	    ● Essential Question: How does incorporating textual evidence strengthen the validity of claims made in analytical writing?
	<u>Speaking and Listening</u>
	SWBAT participate in discussions about the use of rhetorical strategies in informational texts.
	    ● Essential Question: How do discussions about rhetorical strategies enhance our understanding of how informational texts influence audiences?
	SWBAT present an analysis of a theme's development in Shakespearean drama or poetry to their peers.
	    ● Essential Question: What insights can be gained from presenting and discussing the development of a theme in Shakespearean literature?
	SWBAT engage in Socratic seminars to evaluate different interpretations of social issues.
	    ● Essential Question: How does engaging in Socratic seminars help in evaluating and understanding diverse interpretations of social issues?

	SWBAT articulate their understanding of media bias and its impact during class debates or presentations. ● Essential Question: How can articulating views on media bias during debates or presentations deepen our understanding of its impact on society? SWBAT provide constructive feedback to peers on their analysis of rhetorical and figurative language. ● Essential Question: How does providing and receiving feedback improve our analysis and interpretation of rhetorical and figurative language? <u>Language</u> SWBAT identify and use figurative language effectively in their own writing. ● Essential Question: How can the effective use of figurative language enhance the clarity and impact of your writing? SWBAT recognize and analyze the use of rhetorical devices in texts and media. ● Essential Question: How do rhetorical devices function to persuade or inform an audience in different texts and media? SWBAT employ advanced vocabulary to convey nuanced meanings in their analyses and essays. ● Essential Question: How does using advanced vocabulary contribute to the precision and depth of your analysis and writing? SWBAT revise their writing to enhance clarity and effectiveness in presenting arguments and analyses. ● Essential Question: What strategies can be used to revise and improve writing to more effectively present arguments and analyses? SWBAT apply grammatical conventions and stylistic choices to strengthen their written and spoken communication. ● Essential Question: How do grammatical conventions and stylistic choices affect the effectiveness of written and spoken communication?

Vocabulary	Discipline-specific vocabulary used throughout the unit: 1. expository 2. rhetoric 3. connotation 4. denotation 5. diction 6. monologue 7. soliloquoy 8. drama 9. figurative language 10. Tragedy 11. Aside 12. Imagery 13. Iambic pentameter	Content-specific vocabulary students may learn during reading: 1. bias 2. media 3. nuance 4. persuasion 5. misinformation	*For additional vocabulary practice, students will identify, understand, and use new words learned while reading specific texts and/or through individual vocabulary instruction through Membean program.*

Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect.

	19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.

Resources	Independent Reading throughout the year
	Shakespeare Texts Include: *Macbeth*, *Hamlet*, *or Julius Caesar*; *Sonnets*
	Media Bias Texts: Teaching Media Literacy; Allsides.com Articles; How the News Media Works;
	Socratic Seminar Texts: Should We Teach Shakespeare in Schools: "Why, and How, We Should Read Shakespeare Today", "Kill Bill: Why We Must Take Shakespeare Out of the Classroom", "Why do We Force High School Students to Read Shakespeare?"
	Audio/Visual Texts:
	  ● Shakespeare: Why Tragedies are Alluring; Why Shakespeare Loved Iambic Pantameter; Why Should You Read Macbeth?; Why Should You Read Hamlet?; The Great Conspiracy Against Julius Caesar
	  ● Media Bias: Why People Fall for Misinformation; Can you Outsmart a Troll?; How to Spot a Misleading Graph; How False News Spreads
	Supplementary resources relative to context or themes in the short stories:
	NYTimes
	Common Lit
	Actively Learn

Standards **English Language Arts:** 11-12 ELA Standards	**Reading** 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. RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. RI.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).

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.

Writing

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.

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

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

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

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

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

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

W.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.

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.

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).

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening

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

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

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

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

D.   Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations

to enhance understanding of findings, reasoning, and evidence and to add interest.

Language
L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
A.   Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B.   Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C.   Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
A.   Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B.   Analyze nuances in the meaning of words with similar denotations.
C.   Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
D.   Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

| Interdisciplinary Connections & Standards Visual and Performing Arts: Standards Social Studies/History: Standards 21st Century Skills, Technology, Career Education: Standards | *On their quest for the nature of truth, students will be reading informational texts alongside literature. As in other disciplines, like history and science, students will be analyzing text and assessing author's claims, reasoning, evidence, and vocabulary. With using social issues and discussing universal themes, it allows for students to learn and hone key skills like evaluating point of view, bias, motivations, and the decisions creators make when revealing explicit ad implicit messages in media. These undertakings allow students to demonstrate career and life readiness through effective written, oral, and multimedia communication while evaluating these truths and the impact they have on society.*
Social Studies/History:
● 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history.
● 6.3.12.CivicsPI.1: Develop and implement a plan for public advocacy that promotes civic engagement and addresses a significant contemporary issue related to public policy, providing evidence to support the plan's adoption
Visual and Performing Arts:
● 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
● 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social, cultural, historical, and personal) and how they influence ideas, emotions, and actions
● 1.5.12prof.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with visual arts. Evaluate how media art works affect the way audiences understand social issues and interpret societal norms.
Career Readiness, Life Literacies, and Key Skills
● 9.4.12.IML.1: Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, and news.
● 9.4.12.IML.2: Analyze the role of media in shaping public perception and influencing opinions.
● 9.4.12.IML.5: Evaluate, synthesize, and apply information from multiple sources while considering the validity and credibility of those sources. |

	• 9.4.12.TL.3: Analyze the effectiveness of the process and tools used to solve a problem. This relates to students' exploration of the ways in which media and texts communicate social issues and truths, and how effectively these tools convey their messages. • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas, recognizing and articulating problems and solutions that are applicable to real-world situations. • 9.4.12.PS.1: Develop and implement strategies for personal and professional success, including effective communication and relationship-building.
Accomodations & Modifications	**Accommodations and Modifications (Do not remove links)** **Gifted and Talented** • Provide supplementary or lengthier texts with higher-level questions • Provide enrichment activities • Use inquiry-based practices and allow student opportunities to conduct additional research • Provide assessment or assignment choices that require more detail and deeper understanding • Provide additional questions that prompt extensions of understanding • Require research for projects in a specified format • Provide assessment choices that require more detail and deeper understanding Special Education Accomodations/Modifications 504 Accomodations/Modifications MLL Accomodations/Modifications

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Unit 3: Research and Dystopian Literature

Timeframe	10 weeks
Unit 3 Overview	This unit is designed to guide students' understanding of analyzing research. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about global social issues in our world today and uses inquiry to engage students in learning processes that develop critical thinking about how and where we receive information and how to analyze bias in order to determine what is fact and what is opinion. Students will analyze and evaluate various non-fiction texts (news articles, essays) as they consider real-world connections to modern global social issues and to experiences relevant to the culture of learners in the classroom. Students will have agency to create an essay that incorporates research from multiple perspectives and choose a structure to follow when writing. Assessment will engage students in synthesizing information and be used to ultimately compose a thoughtful research-based essay on a major social issue. After the research unit, students will also have the opportunity to read a variety of literature, including long and/or short dystopian texts. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about the various issues presented in dystopian literature and uses inquiry and to engage students in learning processes that develop critical thinking about the extent to which dystopian literature is a reflection of or warning to society. Students will analyze & evaluate various texts as they consider real-world connections to their own local and global society. and to experiences relevant to the culture of learners in the classroom. Assessment will engage students in analyzing and evaluating how multiple texts treat the same or similar topics.
Essential Questions: These establish inquiry	• What are the limitations and biases in our interpretation and portrayal of history? • What kind of world do we want to create for future generations, and how can we make a positive impact starting today? • To what extent is a fair, equitable, and just society a realistic possibility in our lifetimes?

to align the unit's assignments and assessments	- How does the pursuit of truth influence our understanding of the world and ourselves? - To what extent is dystopian literature a reflection or or warning to society? - How would you define a utopian society? - How do competing notions of what a utopian society should look like lead to conflict? - How does the text reinforce, critique, or challenge current societal definitions?
Assessment	**Summative/Performance Assessments Plan** **MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade** **Writing Workshop (20%):** Argumentative Research Essay **W.AW.11-12.1** Research Paper: Student/Teacher choice for structure & topic: choose a topic from the Issues & Controversies database that has a Pro/Con article available: Must meet MLA/APA standards and using at least 3 total sources with at least one from the school databases and at least one credible source from a Google search. **Performance Assessment (20%):** must align with standard (class novel/independent reading) **RL.CT.11-12.8** Example: Students outline or write a short piece of Dystopian Fiction using a similar issue from one of the dystopian literature pieces studied and include the elements of the genre. Students can create a book jacket or movie trailer to pair with it and reflect on the similarity/differences within the portrayal of the issue. Minor Assessments: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to… *Independent Reading Checks, Reading Check Quizzes, Vocabulary Quizzes, Source Analysis, Writing Workshop, Writing Samples, and Socratic Seminar* **PREPARATION/PROGRESS/PARTICIPATION:** These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 11th grade writing skills, speaking and listening skills, and language skills. • 🌱 RI.CT.11–12.8 Climate Change Example: Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. • 🌱 W.WR.11–12.5 Climate Change Example: Students may research, analyze, and critique the role of the petroleum industry in world politics, the global economy, and global climate change. • 🌱 SL.UM.11–12.5 Climate Change Example: Students may utilize digital platforms to collaborate with students to develop possible solutions to environmental justice issues resulting from climate change.
Learning Targets These establish objectives to unify the unit's essential questions and assessment targets connected to standards	*In this unit, students will participate in a variety of activities that build on the skills presented in the media literacy mini-unit, demonstrating their understanding of media bias and their ability to apply this to their research process. They will analyze texts (essays, journals) that present different perspectives of a common theme or issue, evaluating sources for credibility. They will then produce an argument essay where they synthesize these skills using a structure of their choosing. Additionally, students will dive into the dystopian literature genre and study structures and themes from them. While studying the genre, students will then create connections between these real world issues and the authors' commentary and show their understanding in a creative way.* Reading

SWBAT analyze texts to determine media bias and evaluate the credibility of sources.
- Essential Question: How can analyzing media bias and evaluating source credibility enhance our understanding of different perspectives on a common theme?

SWBAT compare and contrast different perspectives on a common theme across various texts (essays, journals).
- Essential Question: In what ways do different texts offer unique or overlapping perspectives on a common theme?

SWBAT identify and interpret key structures and themes in dystopian literature.
- Essential Question: How do the structures and themes in dystopian literature reflect and critique real-world issues?

SWBAT evaluate the effectiveness of an argument presented in an essay based on its structure and evidence.
- Essential Question: What makes an argument effective in persuasive writing?

SWBAT draw connections between the themes in dystopian literature and contemporary real-world issues.
- Essential Question: How can themes from dystopian literature be applied to understand and critique current societal issues?

Writing

SWBAT produce an argument essay synthesizing information from multiple sources, incorporating various perspectives and evidence.
- Essential Question: How can synthesizing information from multiple sources strengthen an argumentative essay?

SWBAT develop a clear thesis statement and organize their argument essay using a chosen structure.
- Essential Question: What are the key elements of a strong thesis statement and effective essay structure?

SWBAT incorporate evidence and counterarguments in their writing to create a balanced and persuasive argument.
- Essential Question: How can including evidence and counterarguments enhance the persuasiveness of an argument?

SWBAT revise their argument essays based on peer and self-assessments to improve clarity and coherence.
- Essential Question: What strategies can be employed to revise and improve the clarity and effectiveness of an essay?

SWBAT creatively present their understanding of dystopian themes and real-world issues through a chosen format (e.g., multimedia project, artistic representation).
- Essential Question: How can creative formats effectively convey complex themes and connections between literature and real-world issues?

Speaking and Listening

SWBAT participate in discussions that critically analyze the credibility and bias of various media sources.
- Essential Question: How can participating in discussions help us better evaluate the credibility and bias of media sources?

SWBAT articulate and defend their perspectives on a common theme during Socratic seminars.
- Essential Question: How does articulating and defending your perspective contribute to a deeper understanding of a common theme?

SWBAT present their argument essays orally, effectively communicating their thesis and supporting evidence.
- Essential Question: What techniques can be used to effectively present an argument and support it with evidence in an oral format?

SWBAT listen actively and respond to peer feedback during presentations and discussions.
- Essential Question: How can active listening and responding to feedback improve our own understanding and communication skills?

SWBAT engage in collaborative discussions to analyze and synthesize different viewpoints on dystopian literature.
- Essential Question: How can collaborative discussions enhance our understanding of different viewpoints in literature?

Language

SWBAT identify and use domain-specific vocabulary related to media literacy, argumentation, and dystopian literature.
- Essential Question: How does understanding and using domain-specific vocabulary enhance our analysis and communication?

SWBAT apply appropriate rhetorical strategies and language techniques to strengthen their argument essays.
- Essential Question: What rhetorical strategies and language techniques are most effective in persuasive writing?

SWBAT recognize and correct grammatical and stylistic errors in their own and others' writing.
- Essential Question: How can identifying and correcting errors improve the overall quality of writing?

SWBAT use varied sentence structures and transitions to enhance the clarity and flow of argument essays.
- Essential Question: How do varied sentence structures and transitions contribute to the clarity and flow of writing?

SWBAT interpret and use figurative language and literary devices in dystopian literature to support analyses.
- Essential Question: How can interpreting and using figurative language and literary devices deepen our analysis of literature?

| Vocabulary | Discipline-specific vocabulary used throughout the unit: | Content-specific vocabulary students may learn during reading: | *For additional vocabulary practice, students will identify, understand, and use new words learned |

	1. Bias 2. Literacy 3. Argument 4. Counterargument 5. Relevance	1. Genre 2. Utopia 3. Dystopia	while reading specific texts and/or through individual vocabulary instruction through Membean program.*
Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.		
Resources	Independent Reading throughout the year **Long Dystopian Texts:** *1984, Brave New World, Lord of the Flies, Animal Farm; Fahrenheit 451* **Short Dystopian Texts:** The Lottery (Jackson); Harrison Bergeron (Vonnegut); The Pedestrian (Bradbury); We Ate the Children Last (Martel); There Will Come Soft Rains (Bradbury); The Perfect Match (Liu); The Monsters are Due on Maple Street (Serling); Anthem (Rand); Minority Report **Dystopian Independent Reading Suggestions:** Hunger Games (Collins); Divergent (Roth); Tomorrow When the War Began (Marsden); The Handmaid's Tale (Atwood); Noughts & Crosses (Blackman); The Graveyeard Book (Gaiman) **Audio/Visual Texts:** Select Scenes from The Hunger Games, Divergent, Maze Runner; Tomorrow When the War Began, and/or Minority Report; Model Citizen **Short Texts for Teacher's Choice** (suggested list)**:** Beowulf, Sir Gawain & the Green Knight, Le Morte d'Arthur; selected poetry **Research Texts:** Teaching Media Literacy; Allsides.com Articles; LMC Databases **Socratic Seminar Texts:** Plagiarism Lines Blur for Students in Digital Age; Melania Trump Trumped by Plagiarism		
Standards	<u>Reading</u> RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a		

| English Language Arts: [11-12 ELA Standards](#) | comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations 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.

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

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

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

RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

Writing

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.

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

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

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

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

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

W.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.

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.

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).

Speaking and Listening

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

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

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

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

D.   Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

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

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

Language

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

B.   Observe hyphenation conventions.

C.   Recognize spelling conventions.

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

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

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

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

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

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).

Interdisciplinary Connections & Standards **Visual and Performing Arts:** Standards **Social**	*As students delve into researching a real-world issue, they will be assessing an author's claims, reasoning, and evidence and be able to integrate and evaluate multiple sources of information in diverse formats and media in order to answer a question or solve a problem. Students may need to analyze documents of historical significance and/or analyze political articles to find the creator's bias, point of view, and implicit or explicit message. Students will demonstrate career and life readiness through effective written, oral, and multimedia communication while researching and analyzing texts.* Social Studies/History: ● 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Studies/History: [Standards](#) 21st Century Skills, Technology, Career Education: [Standards](#)	● 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information. Career Readiness, Life Literacies, and Key Skills: ● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others ● 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. ● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
Accomodations & Modifications	==Accommodations and Modifications (Do not remove links)== Gifted and Talented ● Provide supplementary or lengthier texts with higher-level questions ● Provide enrichment activities ● Use inquiry-based practices and allow student opportunities to conduct additional research ● Provide assessment or assignment choices that require more detail and deeper understanding ● Provide additional questions that prompt extensions of understanding ● Require research for projects in a specified format ● Provide assessment choices that require more detail and deeper understanding [Special Education Accomodations/Modifications](#) [504 Accomodations/Modifications](#) [MLL Accomodations/Modifications](#)

Unit 4: Social Commentary & the Impact of the Individual	
Timeframe	10 weeks
Unit 4 Overview	This unit is designed to guide students' understanding of how individuals can impact society through their writing, as well as how writing can be used to empower one's voice. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about various social issues and how social commentary, including the use of irony & satire, can highlight flaws in human nature, as well as injustices in society and/or the world, and uses inquiry to engage students in learning processes that develop critical thinking about their own impact on society and/or the world. Students will analyze and evaluate various fiction and non-fiction texts, from the 17th through 21st centuries as they consider real-world connections to the issues they read about and to experiences relevant to the culture of learners in the classroom. Students will have agency to create their own social commentary using the techniques studied and analyzed in the mentor texts. Assessment will engage students in discussions, close reading and analysis of texts, writing about the texts, creating their own social comment and be used to empower students' voices through writing to express themselves and expose the injustices they see around them, as well as preparing them with skills necessary for for college and career.
Essential Questions: These establish inquiry	● What is social justice? ● To what extent does power or the lack of power affect individuals? ● How are prejudice and bias created? How can we overcome them?

to align the unit's assignments and assessments	• When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this? • How can literature serve as a vehicle for social change? • How can language be powerful? • How can you use language to empower yourself? • What does it mean to be an insider or an outsider? • How can social commentary be used to address injustice? • How do the writing techniques a writer uses affect how the reader perceives the writer's message? • How does a writer decide which techniques to use when creating a text?

Assessment	**Summative/Performance Assessments Plan**
	MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade
	Performance Assessment aligned with RL.PP.11-12.5
	• Social Commentary Analysis: Compare two or more pieces of social commentary (written or visual texts) on the same/similar issue and answer the following questions:
	    ○ What perspective does each author take on the issue? How do you know this? Use textual evidence to support your response.
	    ○ Which text is the most compelling and conveys the more **cogent** point of view on the issue? Why? Explain using textual evidence.
	    ○ Present findings in a Google Slides presentation, a Prezi, or an infographic using Canva or another similar program.
	    ○ Optional addition: have students create their own "mini-billboard" supporting the point of view they support
	
	Writing Workshop: aligned with W.NW.11-12.3
	• **Personal Narrative:** Introduce students to the Common App writing prompts, with the following prompt as another option: *Choose a societal issue that you have been personally affected by in some way. How did your struggle with this issue impact you? What did you learn from this experience? Use narrative style writing to show the reader what the issue is and how you were impacted by it.*
	    ○ Limit word count to 500-650 words and style the writing to be a possible college application essay for those who will be applying to college in the fall.
	    ○ Resource: CommonLit Writing Your Story: Memoir & Application Essays
	
	Minor Assessments: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to…
	1. Quizzes
	2. Socratic Seminars
	3. Presentations
	4. Reading Checks
	
	PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 11th grade writing skills, speaking and listening skills, and language skills.

Learning Targets These establish objectives to unify the unit's essential questions and assessment targets connected to standards	Students will read and analyze each text to determine the author's perspective, as well as identify the social issue the writer is commenting on. Students will think about who the author is and what gives their voice power in their society. They will be challenged to think about why some voices have more influence than others and why certain voices remain unheard. Students will consider an individual's impact by analyzing the characters and people in the texts provided as well as reflecting on their own lives with a personal narrative. Reading

SWBAT analyze the author's perspective in each text to determine their viewpoint on social issues.
- Essential Question: How does the author's perspective influence their commentary on social issues?

SWBAT identify and evaluate the social issues addressed by the author in each text.
- Essential Question: What social issues are being highlighted, and how are they represented in the text?

SWBAT compare and contrast different authors' perspectives on similar social issues.
- Essential Question: How do different authors approach and portray similar social issues?

SWBAT examine how the author's background and societal position impact their voice and message.
- Essential Question: In what ways does the author's background and social context affect their voice and message?

SWBAT analyze the characters in the texts to understand their impact on and reflection of the social issues presented.
- Essential Question: How do the characters in the texts reflect or challenge the social issues discussed?

<u>Writing</u>

SWBAT write an analytical essay discussing the author's perspective and the social issues addressed in a text.
- Essential Question: How can writing an analytical essay help clarify the author's perspective and the social issues they address?

SWBAT craft a personal narrative reflecting personal experiences.
- Essential Question: How can writing a personal narrative enhance understanding of personal identity?

SWBAT develop a thesis statement that articulates their interpretation of an author's perspective and its impact on the social issue.
- Essential Question: How does crafting a clear thesis statement help in articulating an interpretation of an author's perspective?

SWBAT revise and edit written work to improve clarity, coherence, and effectiveness in communicating analysis.
- Essential Question: How does the process of revision and editing contribute to clearer and more effective communication of ideas?

<u>Speaking and Listening</u>

SWBAT participate in discussions about the author's perspective and the social issues presented, providing evidence from the text.
- Essential Question: How does participating in discussions enhance understanding of the author's perspective and the social issues in the text?

SWBAT deliver a presentation analyzing how an author's background influences their perspective and the social issues they address.
- Essential Question: What insights can be gained from presenting an analysis of how an author's background influences their perspective?

SWBAT engage in Socratic seminars to critically evaluate different perspectives on social issues presented in the texts.
- Essential Question: How does engaging in Socratic seminars facilitate a deeper understanding of multiple perspectives on social issues?

SWBAT listen actively and respond thoughtfully to peers' analyses and interpretations of the texts.
- Essential Question: How does active listening and thoughtful response contribute to a richer understanding of peer analyses and interpretations?

SWBAT articulate own viewpoint on a social issue and support it with evidence from the texts during group discussions.
- Essential Question: How can articulating and supporting one's own viewpoint during group discussions deepen understanding of the text and its social issues?

<u>Language</u>

SWBAT use appropriate academic vocabulary to discuss and write about the author's perspective and social issues.
- Essential Question: How does using precise academic vocabulary enhance the discussion and writing about an author's perspective and social issues?

SWBAT analyze the use of literary devices and their impact on the author's message and perspective.
- Essential Question: How do literary devices used by the author affect the message and perspective conveyed in the text?

SWBAT identify and explain the connotations of words and phrases used by the author to address social issues.
- Essential Question: How do the connotations of specific words and phrases contribute to the author's treatment of social issues?

SWBAT apply grammatical rules and conventions to ensure clarity and effectiveness in written and spoken analyses.
- Essential Question: How does applying grammatical rules and conventions improve the clarity and effectiveness of written and spoken analyses?

SWBAT recognize and correct language errors in their own and others' texts to enhance overall comprehension and communication.
- Essential Question: How does recognizing and correcting language errors contribute to better comprehension and communication of ideas?

| Vocabulary | Discipline-specific vocabulary used throughout the unit: | Content-specific vocabulary students may learn during reading: | *For additional vocabulary practice, students will identify, understand, and use new words learned |

	1. narrative 2. hook 3. lead 4. satire 5. irony	<u>General</u>: social commentary; social justice; bias; empower; imperialism; oppression; indigenous; satire <u>Text Specific (suggested)</u>: ● *The Canterbury Tales (Gen Prologue, lines 1-42)*: martyr, pilgrim, pilgrimage, devout, drought, engender ● *The Pardoner's Tale*: vice, repent, covet/covetousness, blasphemy, perdition ● *A Modest Proposal*: melancholy; alms; prodigious; deplorable; raiment; commodity; discourse; enumerate; endeavor ● *Shooting an Elephant*: nimble, jeer, perplexing, prostrate, coolie ● *How Much Land Does A Man Need?*: pique; disparage; twain; till/tilling; sow ● *The Mark of the Beast*: genial; contingent; leper/leprocy; penal/penal code; ruffian; degradation; mew; dispassionate/dispassionately ● *Eve's Apology*: idle; vain; immoral; breach; discretion; reprove	while reading specific texts and/or through individual vocabulary instruction through Membean program.*
Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the		

	cultural backgrounds of all students.
Resources	[Independent Reading](#) throughout the year **Texts** (suggested list)**:** **Short Stories:** selections from *The Canterbury Tales; A Modest Proposal* (Jonathan Swift); *[Shooting an Elephant](#)* (Orwell); *[How Much Land Does A Man Need?](#)* (Leo Tolstoy); *[The Mark of the Beast](#)* (Rudyard Kipling); *[Interpreter of Maladies](#)* (Jhumpa Lahiri); *[Girl](#)* (Jamiaca Kincaid); *[Harrison Bergeron](#)* (Kurt Vonnegut) **Poetry:** *[Eve's Apology in Defense of Women](#)* excerpt (Amelia Lanier); *[The World Is Too Much With Us](#)* (William Wordsworth); *The Chimney Sweeper, from [Songs of Innocence](#)* & *[Songs of Experience](#)* (William Blake); *[The Poison Tree](#)* (William Blake); selected poetry (see [Mini-Unit](#) and [Poetry Foundation](#)); [Poems for Social Justice](#) **Articles/Commentary:** selected articles by [Leonard Pitts](#) **Audio/Visual** (suggested list)**:** selected episodes of *[The Twilight Zone](#)*; [political & social cartoons](#); artwork by Chris Jordan ([TedTalk](#) & [Artwork](#)); artwork by [Banksy](#) **Unit Resources:** ● [Understanding Social Commentary](#): Lesson Ideas ● [Using Song Lyrics to Explore Social Commentary](#) ● [Common Lit: Science FIction & Social Commentary](#) ● ["They Say/I Say](#)" - responding to texts ● ["I Am"](#) poem
Standards **English Language Arts:** [11-12 ELA Standards](#)	<u>Reading</u> 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. RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting

information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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.

<u>Writing</u>

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.

A.   Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B.   Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C.   Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D.   Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E.   Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.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.

<u>Speaking and Listening</u>

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

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

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

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

<u>Language</u>

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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

B.   Observe hyphenation conventions.

C.   Recognize spelling conventions.

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

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

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

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

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

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).

	L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
Interdisciplinary Connections & Standards **Visual and Performing Arts:** Standards **Social Studies/History:** Standards **21st Century Skills, Technology, Career Education:** Standards	Students can read social commentary articles on current scientific issues, such as climate change and the development of AI, as well as historical social commentary to reflect on historical issues. Students will evaluate authors' differing perspectives on a historical event or issue and assess their claims, reasoning, and evidence. Evaluating and analyzing are key skills students need for life literacy in order to identify and understand bias, motivation, and implicit messages in today's information and media. **Visual and Performing Arts:** ● 1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work. ● 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work. ● 1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. ● 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of data applied in devised or scripted theatre work. **Social Studies/History** ● 6.1.12.HistoryCC.8.a: Evaluate the influence of historical events on current issues, including the impact of social and political movements. ● 6.1.12.HistoryUP.1.c: Analyze how various social, political, and economic factors have influenced historical interpretations and perspectives. ● 6.1.12.HistoryUP.1.d: Evaluate the extent to which historical narratives and perspectives reflect or omit the experiences of diverse groups. ● 6.1.12.CivicsPI.1.c: Evaluate the effectiveness of various forms of civic engagement and their impact on public policy and societal change. **Career Readiness, Life Literacy, and Key Skills** ● 9.4.12.CT.1: Use critical thinking skills to analyze complex problems and develop innovative solutions. ● 9.4.12.IT.1: Apply technological skills to solve real-world problems and effectively communicate solutions. ● 9.4.12.PS.1: Develop and implement strategies for personal and professional success, including effective communication and relationship-building. ● 9.4.12.IML.2: Analyze the role of media in shaping public perception and influencing opinions. ● 9.4.12.IML.3: Use multiple sources of information to make informed decisions and support arguments.
Accomodations & Modifications	Accommodations and Modifications Gifted and Talented ● Provide supplementary or lengthier texts with higher-level questions ● Provide enrichment activities ● Use inquiry-based practices and allow student opportunities to conduct additional research ● Provide assessment or assignment choices that require more detail and deeper understanding ● Provide additional questions that prompt extensions of understanding ● Require research for projects in a specified format ● Provide assessment choices that require more detail and deeper understanding Special Education Accomodations/Modifications 504 Accomodations/Modifications

	MLL Accomodations/Modifications