



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English IV

Curriculum Development Timeline

School: Ocean Township High School

Course: English IV

Department: English

Board Approval	Supervisor	Notes
August 2012	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revisions
March 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates
August 2025	Ian Schwartz	Revisions

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Identity	21	Unit 4: Social Commentary
2	Unit 1: Identity	22	Unit 4: Social Commentary
3	Unit 1: Identity	23	Unit 4: Social Commentary
4	Unit 1: Identity	24	Unit 4: Social Commentary
5	Unit 2: Hopes & Dreams, Failures & Successes	25	Unit 4: Social Commentary
6	Unit 2: Hopes & Dreams, Failures & Successes	26	Unit 4: Social Commentary
7	Unit 2: Hopes & Dreams, Failures & Successes	27	Unit 4: Social Commentary
8	Unit 2: Hopes & Dreams, Failures & Successes	28	Unit 4: Social Commentary
9	Unit 2: Hopes & Dreams, Failures & Successes	29	Unit 4: Social Commentary
10	Unit 2: Hopes & Dreams, Failures & Successes	30	Unit 4: Social Commentary
Week	Marking Period 2	Week	Marking Period 4
11	Unit 3: Power, Crime & Justice	31	Unit 5: Personal Journey
12	Unit 3: Power, Crime & Justice	32	Unit 5: Personal Journey
13	Unit 3: Power, Crime & Justice	33	Unit 5: Personal Journey
14	Unit 3: Power, Crime & Justice	34	Unit 5: Personal Journey
15	Unit 3: Power, Crime & Justice	35	Unit 5: Personal Journey

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16	Unit 3: Power, Crime & Justice	36	Unit 5: Personal Journey
17	Unit 3: Power, Crime & Justice	37	Unit 5: Personal Journey
18	Unit 3: Power, Crime & Justice	38	Unit 5: Personal Journey
19	Unit 3: Power, Crime & Justice	39	Unit 5: Personal Journey
20	Unit 3: Power, Crime & Justice	40	Unit 5: Personal Journey

Core Instructional & Supplemental Materials including various levels of Texts

Unit 1: Identity - Possible Texts:

- "The Danger of the Single Story"
- When the Emperor Was Divine Otsuka^
- The Stranger Camus
- "Song of Myself" Whitman
- "Invictus" Henley
- "Sonnet 62" Shakespeare
- "The Rose That Grew From Concrete" Shakur
- "Mirror" Plath
- "The Story of an Hour" Chopin
- "The Short, Happy Life of Francis Macomber" Hemingway
- "Pathedy of Manners" Kay
- "Winter Dreams" Fitzgerald
- "Recitatif" Morrison
- "Everyday Use" Walker
- "Indefinite Inevitable" Groff

Unit 2: Hopes & Dreams, Failures & Successes - Possible Texts:

- Hope Nation YA authors
- Death of a Salesman Miller
- The Sun Also Rises Hemingway ^
- Streetcar Named Desire Williams ^
- Metamorphosis Kafka ^
- "Hamlet" Shakespeare
- How Starbucks Saved My Life Gill
- "Fire and Ice" Frost
- "'Hope' is the thing with feathers" Dickinson
- "Success is counted sweetest" Dickinson

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- "Of History and Hope" Williams
- "Dreams" Hughes
- "Still I Rise" Angelou
- "The Hill We Climb" Gorman

Unit 3: Power, Crime & Justice - Possible Texts:

- In Cold Blood Capote ^
- Just Mercy Stevenson ^
- 57 Bus Slater **
- "The Sign in My Father's Hand" Espada
- "Justice" Hughes
- "The Answer" Jeffers
- "On Crime and Punishment" Gibran

Unit 4: Social Commentary - Possible Texts:

- "Cat on a Hot Tin Roof" Williams ^
- Candide Voltaire ^
- Notes from Underground Dostoevsky
- Maus I Spiegelman
- Independent Reading for project

Unit 5: Personal Journey - Possible Texts:

- The Alchemist Coelho
- Glass Castle Walls
- The Other Wes Moore Moore
- The Awakening Chopin
- Maus II Spiegelman
- Persepolis Satrapi

Commonlit.org* (Differentiated by Reading Level for Struggling Learners; Advanced Learners)

[NJ Climate Change Educational Resources*](#)

[NJ Diversity, Equity, and Inclusion Educational Resources**](#)

^ Supplemental Readings for Advanced

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

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Time Frame	4 Weeks
Topic	
Unit 1: Identity	
Alignment to Standards	
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. 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.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. 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. 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). 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	

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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.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.

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.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.

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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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do personal experiences, culture, and societal expectations shape identity?
- In what ways does self-perception differ from how others see us?
- How do authors use literary techniques to reveal, question, or redefine identity?
- What happens when personal identity conflicts with social expectations?
- How does literature help us understand the complexities of identity, belonging, and self-definition?

SWBAT demonstrate understanding of the following:

- Identity is shaped by personal experiences, cultural background, and societal influences.
- Self-perception and external perception often conflict or interact, shaping how individuals navigate the world.
- Literature serves as a mirror for personal identity struggles, allowing readers to reflect on their own sense of self.
- The ability to articulate one's identity is a powerful tool in self-discovery and self-advocacy.
- Identity is not fixed; it evolves through introspection, relationships, and lived experiences.

Learning Activities:

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- Write a personal narrative exploring a moment that shaped your identity.
- Analyze a character's identity development in a chosen text and compare it to your own experiences.
- Create a multimedia presentation (poetry, song lyrics, or visual art) expressing an aspect of identity.
- Participate in a Socratic seminar discussing how culture influences self-perception.
- Compare two texts with conflicting portrayals of identity and present key differences.

Assessments

Formative:

- Study Guides
- Peer Editing
- Guided reading questions during in class reading
- Sustained journal writing
- Reading quizzes

Alternative

- Class observation and discussion
- Group work and small group discussion
- Teacher-student conferences

Summative:

- Literary Analysis Essay - how an author uses literary techniques to shape a character's identity and its relevance to societal expectations.

Benchmark

- Literary Analysis Opening Writing Benchmark

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Digital Portfolio Update: Students will maintain a digital portfolio showing learning and growth from the class, including reflection on college and career planning and goal-setting.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

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Technology Integration

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity

Time Frame	6 Weeks
Topic	
Unit 2: Hopes & Dreams, Failures & Successes	
Alignment to Standards	
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. 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. 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.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. 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.	

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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).

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.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.SE.11-12.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of

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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).

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.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.

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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What does it mean to be successful, and who defines success?
- How do ambition and perseverance shape personal identity and life choices?
- In what ways do societal expectations influence our dreams and sense of achievement?
- How do literature and storytelling explore the tension between hope and disappointment?
- What role does failure play in shaping character and future success?
- How do individuals reconcile personal aspirations with external pressures?

SWBAT demonstrate understanding of the following:

- The definition of success is subjective and shaped by cultural, societal, and personal values.
- The pursuit of dreams often requires sacrifice.
- Failure can be a catalyst for self-discovery.
- Hope can serve as motivation, but unchecked ambition or external pressures may lead to disillusionment.
- Personal resilience and adaptability influence one's ability to navigate setbacks and redefine success.

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Learning Activities:

- Conduct a research-based discussion on how societal definitions of success have changed over time.
- Compare and contrast different characters' pursuits of success in two selected texts.
- Write a reflective journal entry about a personal failure and its role in shaping growth.
- Analyze a poem or short story for themes of ambition and resilience.
- Create a visual timeline tracking a protagonist's journey through failure and achievement.

Assessments

Formative:

- Study Guides
- Peer Editing
- Guided reading questions during in class reading
- Sustained journal writing
- Reading quizzes

Alternative

- Class observation and discussion
- Group work and small group discussion
- Teacher-student conferences

Summative:

- Argumentative Essay: Is failure necessary for success?

Interdisciplinary Connections

Research into and discussion of background information on topics in unit texts from social studies, history, and world cultures, to include :

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Career Readiness, Life Literacies, and Key Skills

Students will collaborate with peers to formulate questions and research topics related to unit texts:

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will collaborate with peers to formulate questions and research topics related to unit texts:

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame

10 Weeks

Topic

Unit 3: Power, Crime & Justice

Alignment to Standards

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.

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.

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.AA.11-12.7 Describe and evaluate the reasoning in seminal U.S. and global texts

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and the premises, purposes, and arguments in these works.

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.

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.

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).

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).

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.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

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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.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.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.

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

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.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.

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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do historical and cultural contexts shape perceptions of justice, crime, and fairness?
- How does power influence the creation and enforcement of laws?
- In what ways do literature and real-world cases reveal flaws in the justice system?
- How do authors use storytelling to explore crime, punishment, and morality?

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SWBAT demonstrate understanding of the following:

- Literature and nonfiction texts provide insight into the complexities of crime, punishment, and moral responsibility.
- Systems of justice are influenced by historical context, social structures, and ethical considerations.
- Individuals must navigate moral dilemmas when confronting injustice, power, and corruption.
- The definition of justice varies across cultures, time periods, and perspectives.

Learning Activities:

- Research a historical or contemporary case involving crime and justice
- Compare and contrast different justice systems presented in literature and history.
- Students will read *The 57 Bus* by Dashka Slater and related nonfiction texts to examine how identity—particularly gender identity and disability—affects individuals' experiences within legal and social systems.**

**NJ LGBT and Persons with Disabilities Education

Assessments

Formative:

- Study Guides
- Peer Editing
- Guided reading questions during in class reading
- Sustained journal writing
- Reading quizzes

Alternative

- Class observation and discussion
- Group work and small group discussion
- Teacher-student conferences

Summative:

- Write a research paper evaluating the portrayal of justice in a chosen text, incorporating real-world connections.

Interdisciplinary Connections

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DEPARTMENT English

COURSE English IV

Career Readiness, Life Literacies, and Key Skills

Plan and collaborate with peers through online discussion:

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Technology Integration

Plan and collaborate with peers through online discussion:

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Time Frame	10 Weeks
Topic	
Unit 4: Social Commentary	
Alignment to Standards	
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. 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.CR.11-12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects	

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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.

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.

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).

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.

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).

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).

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.

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

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argument presented (e.g., articulating implications or the significance of the topic). 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.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.

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.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are

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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.

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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do literature and media reflect, critique, or reinforce societal values?
- What techniques do writers and artists use to challenge authority, injustice, or cultural norms?
- How does historical and cultural context shape the effectiveness of social commentary?
- In what ways do satire, irony, and dystopian themes expose flaws in society?
- How do personal and collective experiences shape interpretations of social criticism?
- What responsibilities do writers, artists, and readers have in responding to social issues?
- How does reading affect our view on the world around us? How does reading contribute to the development of empathy, and help readers contribute to crafting a diverse, equitable, and inclusive society?*

SWBAT demonstrate understanding of the following:

- Literature and media serve as powerful tools for critiquing society and sparking change.
- Writers and artists use satire, irony, and symbolism to highlight social, political, and cultural issues.
- Historical and cultural context influence how social criticism is created, received, and interpreted.
- Social commentary can reinforce, challenge, or reshape dominant ideologies and beliefs.
- Perspectives on social issues vary across time, cultures, and individuals, often leading to debate and conflict.

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- Analyzing different forms of social commentary deepens our understanding of contemporary issues and our role in shaping the future.

Learning Activities:

- Explore examples of modern commentary/activism and connect to themes in literature
- Create a modern social commentary piece (poem, blog post, video, etc.) addressing a current issue.
- Compare/contrast different genres/forms of commentary (eg. novel/political cartoon; speech/film, etc.) and how they make a point in unique ways
- Elevator pitch project utilizing research and public speaking (modeling project with Amanda Gorman's "Earthrise")*

*NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion Education

Assessments

Formative:

- Study Guides
- Peer Editing
- Guided reading questions during in class reading
- Sustained journal writing
- Reading quizzes

Alternative

- Class observation and discussion
- Group work and small group discussion
- Teacher-student conferences

Summative:

- Elevator Pitch project

Interdisciplinary Connections

Climate Change Education:

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

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COURSE English IV

Plan and collaborate with peers through online discussion:

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Technology Integration

Plan and collaborate with peers through online discussion:

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Time Frame	10 Weeks
Topic	
Unit 5: Personal Journey	
Alignment to Standards	
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. 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. 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. RL.CI.11-12.2 Determine two or more themes of a literary text and analyze how they	

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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.

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).

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.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.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.

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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.

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.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.

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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do personal journeys shape identity and self-understanding?
- What factors influence an individual's choices and direction in life?
- How do literature and storytelling reflect the universal themes of growth, struggle, and transformation?
- What role does reflection play in personal development?
- How can an individual's journey inspire or influence others?

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SWBAT demonstrate understanding of the following:

- Journeys—both literal and figurative—shape an individual's identity, values, and worldview.
- Literature provides insight into the universal human experience of self-discovery, transformation, and resilience.
- Challenges, obstacles, and setbacks are often essential parts of personal growth.
- The pursuit of meaning and purpose is an ongoing and deeply personal process.
- Cultural and historical contexts influence how personal journeys are experienced and interpreted.
- Reflection and storytelling help individuals make sense of their experiences and share their perspectives with the world.

Learning Activities:

- Write a personal essay reflecting on a transformative experience.
- Analyze how a character's journey parallels a real-world figure's.
- Map out key turning points in a selected novel and explain their significance.
- Engage in a class discussion on the role of struggle in personal growth.
- Create a vision board representing personal goals and inspirations from course texts.

Assessments

Formative:

- Study Guides
- Peer Editing
- Guided reading questions during in class reading
- Sustained journal writing
- Reading quizzes

Alternative

- Class observation and discussion
- Group work and small group discussion
- Teacher-student conferences

Summative:

- Senior Research Paper
- Write a culminating personal reflection connecting themes from the course to one's own personal journey.

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Benchmark:

- Closing Literary Analysis Benchmark Essay

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will utilize creativity and innovation to reflect on their learning and formulate an original research topic, question, or focus:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Technology Integration

Students will select, assess, and utilize digital tools to complete senior research paper requirement:

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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring

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COURSE English IV

- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

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COURSE English IV

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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