Wall Township Public Schools	Board Approval Date: November 18, 2025

Course Title: Lost Literature

Course Description: *Lost Literature* is an immersive exploration of controversial, challenged, and often overlooked works that reveal the intersection of literature, society, and history. Across five thematic units, students analyze how authors use fiction, satire, horror, and post-apocalyptic narratives to challenge authority, confront social norms, and question humanity's place in the world. Beginning with Censorship in America, students examine the legal, political, and ethical tensions surrounding banned and challenged books in light of First Amendment rights. In From Butter Battles to Big Brother, they analyze how authors, from Dr. Seuss to George Orwell, embed social and political critique within both children's stories and dystopian classics. The journey continues with "So It Goes" – The Censorship of Vonnegut, where students investigate satire as a lens for understanding governmental policies, war, and moral responsibility. In Nature vs. Nurture and the Teenage Spirit, students consider the portrayal of adolescence in literature, film, and television, evaluating the societal fears and criticisms embedded in youth-oriented media. The course concludes with Post-Apocalypse and the Human Reaction, where survival narratives such as *The Road* invite reflection on morality, faith, and human nature when civilization collapses. Throughout the course, students engage with novels, films, documentaries, and multimedia sources, developing critical thinking, comparative analysis, and research skills. They will debate ethical dilemmas, analyze authorial craft, and explore the enduring impact of literature on cultural and political discourse. By the end of the year, students will have a deeper appreciation for the power of the written word to challenge, provoke, and inspire.

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak

to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Censorship in America	10

Unit 2: From Butter Battles to Big Brother	16
Unit 3: "So It Goes"- The Censorship of Vonnegut	16
Unit 4: Nature vs. Nurture and the Teenage Spirit	16
Unit 5: Post-Apocalypse and the Human Reaction	15

Unit 1

Desired Results
Unit 1 Title: Censorship in America
Unit Summary: In this opening unit, students investigate the history, evolution, and modern implications of censorship in the United States. Through an analysis of landmark court cases, the First Amendment, and key legislation such as the Patriot Act, students will explore the tension between protecting public interests and safeguarding freedom of expression. By examining banned and challenged books, contemporary media controversies, and the role of technology in amplifying both advocacy and opposition, students will consider the ethical, legal, and cultural dimensions of censorship. The unit blends historical context with current events, encouraging critical discussion about who decides what information is permissible and how these decisions shape our society.
Learning Standards
NJSLS: 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.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.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.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.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

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

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Connections: 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social, and economic rights for people, and explain the reasons for their growth or decline around the world. 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

Learning Targets	
Unit Essential Questions: ● What specific content will cause a book to be banned or challenged? ● Who decides what books are banned? ● How has technological advancement changed the face of censorship for both advocates and naysayers? ● Is censorship legal or ethical?	**Unit Enduring Understandings:** ● Throughout history, books have been banned or challenged for political, religious, and educational content. ● Censorship has spread from the political and religious works of our founding fathers to the content found on the internet, television, and movies of contemporary society. ● The concept of censorship has been placed under scrutiny when placed next to the First Amendment of our Constitution, which stresses our right to freedom of expression.
Vocabulary: ● *Academic terminology:* Challenging, Banning, Censorship, Expression of Concern, Written Complaint, Oral	

Complaint, The Patriot Act

Students will be able to:

- Examine the idea of censorship in the American classroom and the process by which books are banned and
- challenged.
- Interpret the major points in the Patriot Act and critique what it does in light of the First Amendment.
- Review a brief history of court cases and legislation on the subject of banned books, most notably the Pico Case of 1975.

Learning Activities:

- reading, both in-class and as homework
- reading check quizzes, both casual and graded
- Guided Viewing Questions

Assessment Evidence

Formative Assessments:

- Journal Writing
- Unit One Quiz
    - Reading comprehension quizzes that contain the application of terms from notes to support arguments.

Summative Assessments:

- Essay
    - Is censorship ever justified? Support your position by referencing the First Amendment, at least one court case from this unit, and a contemporary example of censorship in books, film, or online media. Your answer should include a clear thesis, evidence, and reasoning.

Core Instructional & Supplemental Materials

Works of Study:

- The First Amendment of the U.S. Constitution
- Summaries of Landmark Court Cases *(Pico vs. Island Trees BOE, Mapp vs. Ohio, Texas vs. Johnson, and*
- *Miranda vs. Arizona)*
- The Patriot Act

A variety of websites/documentaries/excerpts to accompany/help differentiate

- A variety of informational websites, including:
  - -ala.org
  - -fcc.gov
  - - firstamendmentcenter.org
- And Tango Makes Three
- "Unconstitutional" - a documentary on the Patriot Act and US policies post September 11th, 2001

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: From Butter Battles to Big Brother

Unit Summary: This unit examines how both children's literature and classic dystopian works can deliver powerful commentary on politics, society, and the environment. Students will explore the deceptively simple yet deeply symbolic works of Dr. Seuss, alongside the stark warnings of George Orwell, to uncover how authors use allegory, satire, and symbolism to critique current and future societal issues. Through books, films, documentaries, and political cartoons, students will analyze how language, tone, and imagery shape meaning, challenge authority, and inspire debate. The unit also encourages reflection on the fine line between healthy criticism of literature and the dangers of censorship, helping students understand how stories—whether playful or dire—can shape public perception and political discourse.

Learning Standards

NJSLS:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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.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.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 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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

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

Computer Science & Design Thinking *(**CS & DT****)*:**

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

Interdisciplinary Connections:

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social, and economic rights for people, and explain the reasons for their growth or decline around the world.

Learning Targets	
Unit Essential Questions: • Why is a children's book banned if it made it through the processes of editing and publishing? • How can a work of fiction depict both future and current social, political, and environmental concerns? • Is criticism and scrutiny of American literature an exercise in civil liberties or a danger to national stability?	**Unit Enduring Understandings:** • Though a children's book may contain a great deal of art and rhythmic prose, it has the potential to bring • sociopolitical issues to the forefront. • Authors utilize the canvas of their writing to paint a picture of future and current concerns in the areas of politics, the environment, and societal norms. • The criticism of American literature may be a slippery slope. The list of banned or challenged titles increases each year, and the angles that are taken to rid the shelves of such books increase as well.
Vocabulary: • *Academic terminology:* thneed, sneetch, zooks, yooks, big brother, thoughtcrime, doublethink, newspeak, ownlife, and many other Orwellian terms.	
Students will be able to: • Analyze how works of a given period reflect historical and social events and conditions (national security, • environmental issues, civil rights, etc.). • Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior. • Analyze how Seuss and Orwell's use of words creates tone and mood, and how the choice of words advances the theme or purpose of the work. • Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.	

Learning Activities:

- reading, both in-class and as homework
- reading check quizzes, both casual and graded
- Political Cartoon Analysis
- Film–Novel Comparison Chart
- Society in a Sentence

Assessment Evidence

Formative Assessments:

- Political Cartoon Annotation
- Symbolism Quick-Write

Summative Assessments:

- Comparative Analysis Essay
  - Compare how Dr. Seuss and George Orwell use allegory, satire, and symbolism to address sociopolitical or environmental issues. Include an analysis of at least one Seuss work and *1984*, referencing specific textual and visual evidence.
- Creative Synthesis Project
  - Students create their own allegorical short story or illustrated children's book addressing a modern social, political, or environmental issue, accompanied by a 1–2 page author's statement explaining the symbolism and intended message.

Core Instructional & Supplemental Materials

Works of Study:

- *1984 by George Orwell*

Supplemental Resources:

- The Lorax (Book and Film), The Sneetches, and The Butter Battle Book by Dr. Seuss
- Dr. Seuss Goes to War (A master collection of Seuss' political cartoons)
- "The Political Dr. Seuss" - documentary
- *Why Orwell Matters* by Christopher Hitchins
- *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* by Andrew Postman
- "The Island" Directed by Michael Bay
- "V for Vendetta" Directed by James Teague

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Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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Students at Risk of Failure

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504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: "So It Goes"- The Censorship of Vonnegut

Unit Summary: In this unit, students explore how satire, irony, and science fiction can serve as powerful tools for social and political critique. Centered on Kurt Vonnegut's *Slaughterhouse-Five*, the unit examines how the author's personal experiences, particularly the bombing of Dresden, inform his portrayal of war, morality, and human nature. Students will investigate why works like Vonnegut's have faced censorship, weighing arguments about national security, public

morality, and intellectual freedom. Through analysis of the novel, its film adaptation, documentary footage, and biographical insights, students will evaluate how opposing viewpoints, both supportive and critical of governmental action, shape public discourse. By the end of the unit, students will understand how literature can challenge authority, provoke debate, and inspire reflection on the values and freedoms of a democratic society.

Learning Standards

NJSLS:

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.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as

interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.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.

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.

opportunity to integrate climate change education.

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.

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.

opportunity to integrate climate change education.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment, and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints.

Interdisciplinary Connections:

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals, and societies.

Learning Targets

Unit Essential Questions:

- Why do certain authors challenge the government?
- Is questioning the government good or bad for national unity, security, or morale?
- Is it ever ok for the government to censor the works and ideas of its citizens? If so, when?

Unit Enduring Understandings:

- Authors utilize many genres of fiction, such as science fiction, to bring the concerns of the government to light (i.e., national security, restriction of freedoms, power of police enforcement, etc.).
- Many of the challenges towards literature are in the best interest of students and those seeking higher learning, yet some efforts to quell written works are self-serving and aim to keep the population in the know.
- While the government may mean well as it establishes new rules and regulations, it is useful to read opposing viewpoints in both non-fiction and satire to establish a better sense of our unity and morale as a country.

Vocabulary:

- *Academic terminology:* So it goes, war terminology (flank, incendiary bombs, retreat, etc.), various aspects of Tralfamadorian philosophy, P.O.W.

Students will be able to:

- Examine past and current government policies on issues such as race relations (Jim Crow laws), the environment, and war.
- Analyze works that were banned or challenged because of their authors' critical stances on the aforementioned government policies.
- Evaluate both sides of an argument to determine whether or not such criticism is merely an exercise in civil liberties or a threat to national stability.

Learning Activities:

- reading, both in-class and as homework
- reading check quizzes, both casual and graded
- Journal Writing
- Historical Context Research
- Vonnegut's Life Timeline
- Film vs. Novel Comparison
- So It Goes Creative Response

Assessment Evidence

Formative Assessments:

- Quote Analysis
    - Students select one passage from *Slaughterhouse-Five* and write a short analysis of how it uses satire, irony, or characterization to convey meaning.
- Novel Quizzes

Summative Assessments:

- Censorship Research Presentation
  - Students select a challenged/banned work (may include *Slaughterhouse-Five*) and present on its history of censorship, reasons given, and their own stance on whether it should be restricted.
- Film–Novel Comparative Analysis
  - Students write a comparative analysis of *Slaughterhouse-Five* (novel) and its film adaptation, focusing on narrative structure, tone, and thematic emphasis.

Core Instructional & Supplemental Materials

Works of Study:

- *Slaughterhouse Five* (Novel and Film)

A variety of film/literary excerpts to accompany/help differentiate:

- The Bombing of Dresden - documentary clips
- YouTube clips on the life of Kurt Vonnegut

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a

routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4 Title: Nature vs. Nurture and the Teenage Spirit

Unit Summary: This unit examines how literature, film, and popular media portray adolescence, exploring the complex interplay between environment, upbringing, and personal choice. Through works such as Stephen King's *Carrie*, Alvin Schwartz's *Scary Stories to Tell in the Dark*, and selected episodes of *South Park* and *Family Guy*, students will analyze how horror, satire, and dark humor reflect, and sometimes exaggerate, the fears and frustrations of teenage life. The unit investigates how media aimed at or featuring young people often becomes the subject of censorship debates, weighing concerns about language, violence, and influence against the value of creative expression. Students will evaluate how cultural, political, and historical contexts shape the creation and reception of youth-oriented media, and they will consider the ongoing debate over who is responsible for shaping adolescent behavior.

Learning Standards

NJSLS:

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.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.

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.

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.

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).

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 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 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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Computer Science & Design Thinking (*CS & DT*): 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Interdisciplinary Connections: 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world. 6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.

Learning Targets	
Unit Essential Questions: • Who is responsible for the behavior of children? • How can the nature/nurture debate be a point of argument when discussing teenage literature/media? • Should television shows (as well as movies, comics, music, and video games) be banned for their content? • What are the advantages and dangers of having independent censoring agencies?	**Unit Enduring Understandings:** • Works of horror and suspense are often criticized in the wake of adolescent or child tragedies, yet many are welcomed into the home with little to no apprehension. • Television shows (and other media such as video games and music) that are geared towards teenagers are often frowned upon for language or violence, but they are also a representation of the fears and frustrations of the society that produces them. • Similar strategies are used on both the governmental and individual levels to challenge books, among other questionable media, and the motivation behind these challenges can range from genuine concern to personal dislike.
• **Vocabulary:** *Academic terminology:* Bullying, bystander, aggressor, victim, flex, physical horror, psychological	

horror, parapsychology (precognition and telekinesis).

Students will be able to:

- Document character traits and explore a specific character by writing from his/her perspective about the plot
- development.
- Identify and evaluate how a media product expresses the values of the culture that produced it.
- Determine influences on news media based on existing political, historical, economic, and social contexts.
- Draw comparisons between select television shows, specifically focusing on the subject matter and manner in
- which it is presented.

Learning Activities:

- reading, both in-class and as homework
- reading check quizzes, both casual and graded
- Character Perspective Journal
- Media Culture Analysis
- Nature vs. Nurture Debate

Assessment Evidence

Formative Assessments:

- Media Quick-Response
    - After viewing a *South Park* or *Family Guy* clip, students complete a short response identifying the cultural value or fear being represented.
- Quote Analysis
    - Students select one line from *Carrie* or *Scary Stories* that conveys horror or suspense and explain how it connects to teenage experiences or societal fears.

Summative Assessments:

- Creative + Reflective Project

- Students create an original short horror story, graphic short, or short film scene portraying teenage life through a nature vs. nurture lens. Must include a one-page reflection explaining thematic choices.

Core Instructional & Supplemental Materials

Works of Study:

- *Carrie* (novel and film versions)

A variety of film/literary excerpts to accompany/help differentiate:

- *Scary Stories to Tell in the Dark*
- *More Scary Stories to Tell in the Dark*
- South Park (selected episode)
- Family Guy (selected episode)

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5 Title: Post-Apocalypse and the Human Reaction

Unit Summary: In this unit, students explore the moral, psychological, and physical challenges of survival in a world stripped of order and resources. Through Cormac McCarthy's *The Road*, its film adaptation, and supplemental survival literature, students will examine how individuals respond when civilization collapses, balancing love, morality, and the instinct to endure. Discussions will probe themes of resourcefulness, faith, and the blurred line between humanity and savagery in desperate times. Students will also analyze how dreams, memories, and fears influence decision-making, and they will consider the environmental repercussions of human actions that could lead to such catastrophic futures. By comparing narrative and cinematic storytelling, engaging in survival research, and evaluating ethical dilemmas, students will gain a deeper understanding of how extreme conditions reveal both the best and worst in human nature.

Learning Standards

NJSLS:

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

D. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
E. Observe hyphenation conventions.
F. 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.

D. 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.
E. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
F. 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.

E. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
F. Analyze nuances in the meaning of words with similar denotations.
G. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
H. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

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.

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.

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).

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 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 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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

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

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Interdisciplinary Connections:

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social, and economic rights for people, and explain the reasons for their growth or decline around the world.

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

Learning Targets	
Unit Essential Questions: • How accurate are dreams/nightmares in foretelling future events? • What situations might cause one to take another's life in order to save someone else, and can such a situation be truly justified, or is there a better course of action? • In what ways do human beings revert to a primitive/savage state when there is a lack of law enforcement and rules? • What are key survival strategies when seeking food, clothing, shelter, and warmth? • Is it better to put your personal beliefs aside for the general good, or is the inverse the true way to go? • How has mankind impacted nature thus far, and at what point will we be unable to turn back from the destruction?	**Unit Enduring Understandings:** • When one has nothing left to lose but a loved one, he or she is willing to go to absolute extremes to maintain a civilized relationship - even if it means letting the savage self become exposed to those who threaten such peace. • Resourcefulness comes in many forms, and one can truly capitalize on this by careful use of personal effects, surroundings, and interactions with others. • One's faith is tested on a daily basis, and personal interactions / philosophical discussions can either strengthen or weaken one's spirituality. • Dreams and nightmares are born in the wake of past experiences, yet can also be the teller of future occurrences. • The face of nature has been altered by mankind, and how we choose to deal with our own repercussions is solely up to us.
• **Vocabulary:** *Academic terminology:* marauders, feral, tableau, bedlam, mendicant, intestate, apocalyptic, desiccated, provisions, sepulchre, moorland, skirmishes.	
Students will be able to: • Understand the motivations behind character interactions in a variety of situations, from dialogue to desertion to violence.	

- Compare and contrast the novel version of The Road to the film (specifically, focus on how all the major interactions are treated and McCarthy's unusual use of prose).
- Research and evaluate the use of different survival skills and determine what supplies would best suit a post-apocalyptic scenario.
- Identify with both a protagonist and an antagonist during a major moment of conflict and be able to justify the actions of both parties.
- Explore and contrast the different mindsets of the man and the boy, and identify how they shift throughout the course of the novel.

Learning Activities:

- reading, both in-class and as homework
- reading check quizzes, both casual and graded
- Survival Scenario Planning
- Novel–Film Comparison
- Ethical Dilemma Debate

Assessment Evidence

Formative Assessments:

- Quote Connection
  - Students select a quote from *The Road* that demonstrates either love, savagery, or resourcefulness, then explain its significance.
- Survival Skills Checklist
  - Students create a prioritized list of survival skills mentioned in class and explain why each would be critical.

Summative Assessments:

- Creative Survival Narrative
  - Students write a short story from the perspective of a post-apocalyptic survivor, incorporating realistic

survival strategies and moral dilemmas.

- Analytical Essay
    - Analyze how *The Road* explores the balance between moral integrity and survival instinct in a post-apocalyptic world. Include discussion of character development, resourcefulness, and environmental themes.

Core Instructional & Supplemental Materials

Works of Study:

- *The Road* by Cormac McCarthy

A variety of film/literary excerpts to accompany/help differentiate:

- The Road film directed by John Hillcoat - and soundtrack for background while reading via Nick Cave and Warren Ellis
- After Armageddon - a History Channel Documentary
- *The Worst Case Scenario Survival Handbook: Extreme Edition* by Joshua Piven and David Borgenicht
- *The Zombie Survival Guide* by Max Brooks

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning