Wall Township Public Schools	Board Approval Date: August 20, 2024

Course Title: English 12 CP

Course Description: This course is designed for students who have developed proficient skills in critical reading and writing. In this course, students will strengthen their reading skills by analyzing foundational literary works of fiction and nonfiction. Students will strengthen their writing skills by composing a variety of analytical and creative writing tasks. This course will also cultivate students' ability to synthesize their analytical and creative skills by conducting problem-based research projects.

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.

Inclusion of Climate Change Opportunities

( **)** notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Overcoming Repression Reading Component: Fahrenheit 451 Writing Component: Informational/Explanatory Essay	36
Unit 2: Shakespeare's Hamlet	36

Reading Component: Hamlet Writing Component: Literary Analysis Essay	
Unit 3: The Research Paper & Nonfiction Writing Reading Component: One Day Reads (teacher created anthology of high interest/news articles) Writing Component: Research Paper	36
Unit 4: Existentialism Reading Component: The Stranger Writing Component: Narrative	36

Unit 1 - Marking Period 1

Desired Results
Unit 1 Title: Overcoming Repression
Unit Summary: The overarching purpose of this unit is to strengthen the foundational steps in conducting literary analysis. For the reading component, students will read a novel as a whole class and engage in lessons, discussions, and writing tasks grounded in literary analysis. The overarching focus of that analysis is to determine the author's purpose and comment (message/theme) in a literary work. For the writing component, students will complete several short writing tasks to hone target writing skills. By the end of the unit, students will demonstrate a strong proficiency in literary analysis by completing a unit test, composing a literature based explanatory essay, and producing a Coming of Age project.
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 accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

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

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

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

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

Interdisciplinary Connections

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

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).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

Interdisciplinary Connections:

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)

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

Learning Targets

Unit Essential Questions:

- How does critical reading differ from analytical reading?
- How does critical reading enhance the reading experience?
- How do strategic readers engage with literature?
- How can a reader determine an author's message?

Unit Enduring Understandings:

- Literary analysis is a methodical process.
- Literary analysis opens insights into a deeper appreciation for a literary work.
- Authors deliver their messages in many creative ways.
- Literature enables students to identify and analyze applicable theories concerning human nature and behavior.

Vocabulary:

- Domain specific: allusion, satire
- Vocabulary Workshop, *Tools for Excellence*: teacher selected vocab lessons from resources provided by the District

Students will be able to:

- make connections between the text and the allusion
- determine author's implicit message by interpreting a subtext conveyed in figurative language
- explain the target of satire
- compose an explanatory/informational essay on demand
- determine significant features of literary characters

Learning Activities: *Potential Learning Acitivites can include:*

- Participate in whole class reading
- Contribute to class discussions
- Complete standards-based lessons to develop skills and strategies
- Practice writing strategies with brief, informal writing tasks
- Engage in protected time for independent reading and writing
- Demonstrate understanding through various assessments
- Conduct short writing tasks for a range of purposes

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Diversity, Equity & Inclusion [DEI]
    - *Fahrenheit 451* by Ray Bradbury
        - DEI is central. The story questions who controls knowledge, whose voices are heard, and whose are silenced. The erasure of books parallels the erasure of minority histories and cultures. The novel encourages critical conversations about equity in education, access to information, and inclusion of multiple perspectives.

Assessment Evidence
Formative Assessments:

- College Application Essay
- Writing Task: Introduction Paragraph
- Writing Task: Body Paragraph
- Text-Based Formative Assessment including multiple choice questions
- Vocab and Grammar Quiz

Summative Assessments:

- Text-Based Summative Assessment including multiple choice questions
- Informative/Explanatory Essay
    - The analysis of Montag
- Coming of Age Project

Common Benchmark Assessments:

- All 12CP Summative Assessments
- Midterm
- Final

Alternate Assessments:

- alternate essay prompt
- the Coming of Age project has student-choice options for the medium in which the project is presented.

Core Instructional & Supplemental Materials
Whole-Class Novel: Fahrenheit 451 by Ray Bradbury
Teacher prepared materials

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 - Additional time - Review of directions - Student restates information - 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 - Novel summary

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 - Think-pair-share - Cooperative learning groups - Novel summary in home language

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Homework Options - 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 - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Student-Choice novel with similar concepts and ideas

Unit 2 - Marking Period 2

Desired Results

Unit 2 Title: Shakespeare's Hamlet

Unit Summary: The primary purpose of this unit is to deepen the literary analysis skills developed in the last unit. Students will elevate these skills by practicing them with greater independence and applying them to a more sophisticated text. For the reading component, students will read *Hamlet* with the aim of deciphering difficult passages, analyzing character development, correlating figurative language with a subtext, and determining Shakespeare's implicit messages. Students will also consider the universal relevance of this play to the human condition/experience. For the writing component, students will compose several writing tasks that flesh out topical discussions in an effective line of reasoning. Ultimately, students will demonstrate their skills in a *Hamlet* unit test, an effective literary analysis essay, and a *Hamlet* creative project.

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 accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

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

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

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

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

Interdisciplinary Connections

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

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.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.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.

Interdisciplinary Connections:

6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

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

6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

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.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Learning Targets	
Unit Essential Questions: • Why did Shakespeare write that way? • How does a reader determine the theme of a literary work? • How can a reader extrapolate meaning from a difficult text? • What do characters from classical literature have in common with people today?	**Unit Enduring Understandings:** • Authors draw from a wide range of literary devices to craft their writing. • Authors use characters to capture the differences in human nature. • Literature shows us that there are universal qualities in human nature. • Reading Shakespeare connects our current experiences with others from different time periods. • Shakespeare exposes students to universal truths about human nature.
Vocabulary:	

- Domain specific: soliloquy, aside, irony, motif, foils, archetype
- Vocabulary Workshop, *Tools for Excellence*: teacher selected vocab lessons resources provided by the District

Students will be able to:

- explain the irony of a given example
- trace an author's use of motif
- paraphrase a Shakespearean soliloquy
- determine an author's message and provide textual support for that determination
- break down a Shakespearean play into its various parts
- compose a literary analysis as a process piece

Learning Activities: *Potential Learning Activities can include:*

- Complete standards-based lessons to develop skills and strategies
- Participate in whole class reading and discussions
- Practice writing strategies with brief, informal writing tasks
- Engage in protected time for independent reading and writing
- Annotate a text as a means to critical reading
- Analyze a text's literary features
- Organize annotations in a logical manner to formulate an original conclusion drawn from textual evidence
- Demonstrate understanding of unit goals through various assessments

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI}
    - *Hamlet* by William Shakespeare

- Hamlet's grief and possible depression, Ophelia's trauma, and broader themes of mental health reflect historical misunderstandings of psychological disabilities.
- Interpretations of Hamlet and Horatio's deep bond, or Ophelia's lack of agency, open discussion of identity, gender roles, and non-traditional relationships.
- Who has power (royalty, men) and who does not (women, commoners, foreigners like Fortinbras). Hamlet's Denmark is a society built on inequity, secrecy, and exclusion. Students can examine how gender, class, and hierarchy affect outcomes, mirroring ongoing discussions about fairness, inclusion, and justice in modern contexts.

Assessment Evidence
Formative Assessments: • Grammar & Vocab Quizzes • Hamlet Study Guide • Text-Based Formative Assessment including multiple choice questions • Writing Task: Literary Analysis Outline • Writing Task: Body Paragraph • *Hamlet/Lion King* Comparison
Summative Assessments: • Text-Based Summative Assessment including multiple choice questions • Literary Analysis Final Draft Essay of *Hamlet* • Hamlet Project: choice of tasks (essay, artwork, powerpoint) analyzing the play
Common Benchmark Assessments: • All 12CP Summative Assessments • Midterm • Final

Alternate Assessments:

- alternate essay prompt
- the Hamlet project has student-choice options

Core Instructional & Supplemental Materials
Whole-Class Read: *Hamlet* by William Shakespeare (side by side edition)
DVDs of various film productions of *Hamlet*
Teacher prepared materials

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 - 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 - Checklists - Side by Side Text - Visual learning, including graphic organizers and character pictures with names

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 and character pictures with names - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Word walls - Think-pair-share - Cooperative learning groups - Side by Side Text

Students at Risk of Failure

- Alternative Assessments - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice - Side by Side Text - Visual learning, including graphic organizers and character pictures with names

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 3 - Marking Period 3

Desired Results

Unit 3 Title: The Research Paper & Nonfiction Writing

Unit Summary:

This unit focuses on developing research, critical thinking, and argumentative writing skills through the exploration of controversial contemporary topics. Students will engage in a methodical process of selecting a current controversial issue, conducting essential research, analyzing various perspectives, and crafting a well-reasoned argumentative research paper. Key components of the unit include:

1. Current Events Discussion: Regular class discussions on recent news and global issues to help students identify potential research topics and understand the complexities of contemporary debates.
2. Nonfiction Reading: Analysis of works by influential nonfiction authors.
3. Research Skills: Instruction on advanced research methods, source evaluation, and ethical research practices.
4. Argumentative Writing: study of argumentative structure, logical reasoning, and persuasive techniques.
5. Critical Analysis: Exercises in identifying and evaluating arguments, including recognition of-and bias.

Throughout the unit, students will develop their own argumentative research papers, applying the skills and knowledge gained from class discussions, readings, and exercises. The final product will demonstrate their ability to engage with controversial issues, synthesize information from diverse sources, and present a well-reasoned argument supported by credible evidence.

This unit aims to prepare students for college-level research and writing while fostering informed and articulate engagement with important societal issues.

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 accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

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).

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.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios,

journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate **information** into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

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.

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.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

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

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

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

Interdisciplinary Connections:

6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

9.3.12.BM-MGT.3: Apply economic concepts fundamental to global business operations.

9.3.12.BM-BIM.3: Access, evaluate and disseminate information for business decision making.

8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Learning Targets

Unit Essential Questions:

- How do we distinguish between credible and unreliable sources?
- What makes an argument persuasive and effective?
- How can we address counter arguments in our writing?
- What role does evidence play in supporting an argument?
- How do we synthesize from multiple sources to form a cohesive argument?
- What is the importance of proper citation and avoiding plagiarism?

Unit Enduring Understandings:

- Effective argumentation requires a balance of logic, evidence, and persuasive techniques.
- Critical evaluation of sources is essential for building credible arguments.
- The structure and organization of an argument significantly impact its effectiveness.
- The research process itself can lead to new insights and a more nuanced understanding of a topic.
- Argumentative writing skills are transferable to many academic disciplines and real-world situations.

	• Anticipating and addressing counter arguments demonstrates depth of understanding and strengthens one's position.

Vocabulary:

- Vocabulary Workshop, *Tools for Excellence*: teacher selected vocab lessons resources provided by the District
- Unit Specific: plagiarism, citation, bibliography, counterargument

Students will be able to:

- Conducti in-depth research using various sources
- Evaluate source credibility and relevance
- Apply ethical research practices
- Analyze complex contemporary issues
- Evaluate multiple perspectives on controversial topics
- Identify bias in arguments
- Structure a coherent argumentative essay
- Develop clear and compelling thesis statements
- Support claims with relevant evidence
- Address and refute counterarguments
- Integratie information from diverse sources
- Connect ideas across different texts and media
- Analyze arguments in various media formats
- Understand the impact of medium on message
- Engage in informed discussions about recent news and global issues
- Connect classroom learning to real-world contexts
- Refine arguments and improving writing quality through multiple drafts

- Properly attribute information to sources
- Format citations according to a specified style guide
- Plan and execute a long-term research and writing project
- Use digital tools for research, writing, and presentation

Learning Activities: *Potential Learning Activites can include:*

- Current Events Journal Discussions: regular discussions where students read and analyze recent news articles, specifically including DEI-related topics.
- Nonfiction Author Study: Read and analyze essays or book excerpts from influential nonfiction authors.
- Source Evaluation: Practice evaluating the credibility of various sources, including websites, academic journals, and news articles.
- Online Research and "skeleton" construction: students will create an outline or "skeleton" of their paper by organizing research and constructing their in-text citations and bibliography.
- Research Drafts: Completing a rough draft of their essay as well as editing a rough draft into a final draft.
- Counterargument Practice: Students will read arguments and write potential counterarguments.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning: college-level research and writing while fostering informed and articulate engagement with important societal issues.

- Students self-selected research-based argumentative essays may relate to any of the above. Students will conduct college-level research and writing while fostering informed and articulate engagement with important societal issues.
- Diversity, Equity & Inclusion [DEI]:
    - "A Modest Proposal" by Jonathan Swift
        - At its core, the essay is a call to recognize injustice and systemic inequality. By exaggerating oppression to the extreme, Swift forces readers to confront inequities in class, power, and voice. This aligns directly with DEI

goals of helping students see the consequences of exclusion, discrimination, and indifference to suffering.

Assessment Evidence
Formative Assessments: • Grammar and Vocab Quizzes • Writing Task: Literary Analysis Outline/Graphic Organizer • Writing Task: Literary Analysis Thesis Statement • Film Review: three movies are shown throughout the marking period where the main characters cope with societal norms and issues • Research Skeleton • Modern “Modest Proposal”
Summative Assessments: • Essayist Assessment • Research Essay Rough Draft • Research Essay Final Draft
Common Benchmark Assessments: • All 12CP Summative Assessments • Midterm • Final
Alternative Assessments: • “A Modest Proposal” Text-Based Assessment • Film Review

Core Instructional & Supplemental Materials

Jonathan Swift's "A Modest Proposal"
Supplemental Resources: • Essayist excerpts • Current Event Articles
Chromebooks
Research Paper Handouts (Skeleton sample, Source Guide, Essay Tips, etc.**)**

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 - Marking Period 4

Desired Results
Unit 4 Title: Existentialism
Unit Summary:

This high school senior ELA unit explores the philosophical movement of existentialism through the lens of Albert Camus' novel "The Stranger." Students will delve into the core concepts of existentialist thought while analyzing Camus' literary techniques and the novel's themes.

Key components of the unit include:

- Introduction to Existentialism: Students will study the basic tenets of existentialist philosophy, including concepts such as absurdism, individual responsibility, and the search for meaning in an apparently meaningless universe.
- Close Reading of "The Stranger": A thorough analysis of Camus' novel, focusing on character development, narrative style, and thematic elements.
- Historical Context: Exploration of post-World War II Europe and its influence on existentialist thought and literature.
- Philosophical Connections: Examination of how existentialist ideas are reflected in the novel's plot, characters, and themes.
- Literary Analysis: Study of Camus' writing style, use of symbolism, and narrative techniques.
- Ethics and Morality Discussions: Debates on the moral implications of the protagonist's actions and the novel's overall message.
- Creative Writing: Exercises in crafting narratives or essays that incorporate existentialist themes.
- Modern Connections: Discussions on how existentialist ideas relate to contemporary issues and personal experiences.

Throughout the unit, students will engage in discussions, writing exercises, and analytical activities that challenge them to grapple with complex philosophical concepts and their literary representations. The culminating assessment will be a critical essay demonstrating their understanding of existentialism and their ability to analyze its manifestation in literature.

This unit aims to enhance students' critical thinking skills, deepen their literary analysis capabilities, and encourage reflection on fundamental questions of human existence and meaning.

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 accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

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.

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.

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 appropriate to task, purpose, and audience.

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.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

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

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

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

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.D.4.k: Assess the cultural impact of World War II by analyzing the values and social ideas in the arts and literature of the era. 6.2.12.D.5.d: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries. 9.1.12.A.1: Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Learning Targets	
Unit Essential Questions: • What is the nature of human existence, and how do we find meaning in life? • How does the concept of absurdism shape our understanding of the world? • To what extent are individuals responsible for their actions and their consequences? • How does society's notion of morality conflict with individual freedom? • What role does authenticity play in human existence? • How do societal norms and expectations influence personal identity?	**Unit Enduring Understandings:** • Existentialism emphasizes individual existence, freedom, and choice. • The search for meaning is a fundamental aspect of human existence. • Literature can be a powerful medium for exploring complex philosophical ideas. • The concept of the absurd highlights the tension between human desires for meaning and the apparent meaninglessness of the universe. • Social norms and expectations can conflict with individual freedom and authenticity.

• What is the relationship between individual freedom and social responsibility?	• The individual's perception of reality is subjective and shaped by personal experiences. • The concept of free will is complex and can be influenced by social and environmental factors.
Vocabulary: • Vocabulary Workshop, *Tools for Excellence*: teacher selected vocab lessons resources provided by the District • Existentialism, Free Will, Determinism, Absurdism, Authenticity	
Students will be able to: • Interpret themes, symbols, and motifs in complex literature • Analyze character development and motivation • Examine narrative techniques and style • Understand and applying existentialist concepts • Engage with abstract ideas and complex philosophical arguments • Evaluate ethical dilemmas from multiple perspectives • Analyze the relationship between individual actions and societal norms • Understand the historical and cultural factors influencing literary and philosophical movements • Craft narratives that incorporate existentialist themes • Adapt literary styles to convey philosophical ideas • Closely read and interpret challenging texts • Identify and analyze literary techniques and their effects • Connect philosophical concepts to personal experiences and contemporary issues • Engage in self-reflection and personal growth • Reflect on one's own thought processes and belief systems • Recognize how literature and philosophy can influence personal worldviews	

- Connect ideas across literature, philosophy, history, and contemporary society
- Examine moral questions through various philosophical lenses
- Consider the implications of different ethical stances.

Learning Activities: *Potential Learning Activities can include:*

- Philosophical Café: Hold regular discussions where students explore existentialist concepts.
- Existentialist Journal: Keep a reflective journal throughout the unit, relating existentialist ideas to personal experiences.
- The Trial of Meursault: Compose a closing argument from either the defense or prosecution to conclude Meursault's trial.
- Philosophical Debate: Organize formal debates on key existentialist ideas and their applications.
- Ethical Dilemma Role-play: Act out scenarios that present ethical dilemmas from an existentialist viewpoint.
- Existentialist Film Analysis: Watch and analyze a film with existentialist themes, comparing it to "The Stranger."
- Cultural Context Research Project: Investigate and present on the historical and cultural factors that influenced existentialist thought.
- The Art Influencer Essay: Write narratives on works of art that helped shape you into your authentic self.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Diversity, Equity & Inclusion [DEI]:
    - *The Stranger* by Albert Camus
        - The exclusion of the Arab character's voice reveals inequities in storytelling and justice under colonial rule. Meursault's trial exposes biases in how society judges people not only for their crimes but for failing to conform to social norms (e.g., not crying at his mother's funeral). The novel asks students to consider whose voices matter, how justice is defined, and who is excluded.
- Diversity, Equity & Inclusion [DEI]:

    - "The Truman Show"
        - At its core, the film critiques inequity and exploitation: Truman is excluded from truth, choice, and agency while others profit from his life. It invites DEI conversations about representation, fairness, and human dignity.
- Asian American & Pacific Islanders
    - "The Day After Tomorrow"
        - The film shows global impacts of climate disaster (e.g., Japan, India), which allows teachers to include AAPI voices by exploring how Pacific Island nations and Asian countries are on the front lines of climate change today. This situates the mandate within a discussion of global equity and representation.
        - Core theme of the film is climate change. The story dramatizes how human choices—particularly fossil fuel dependence—can accelerate catastrophic climate shifts. It creates a direct entry point for lessons about environmental responsibility, sustainability, and climate justice.
- Climate Change and Diversity, Equity & Inclusion [DEI]
    - "Goundhog Day"
        - Phil's endless loop emphasizes personal responsibility: he can't escape consequences until he changes his behavior. This serves as a metaphor for climate change, humanity faces the same warnings daily until meaningful action is taken.
        - At first, Phil exploits people for personal gain, showing inequity and selfishness. Over time, he learns to value community, kindness, and inclusion, reflecting DEI principles. The film demonstrates that justice and happiness come not from control, but from equity, empathy, and respect for all individuals.

Assessment Evidence

Formative Assessments:

- Grammar & Vocab Quizzes
- Text-Based Formative Assessment including multiple choice questions
- The Stranger Study Guide

- Writing task: Essay Outline
- Writing task: Art Influencer Rough Draft Essay
- Camus/Algeria Research

Summative Assessments:

- Text-Based Summative Assessment including multiple choice questions
- The Stranger Closing Argument
- Art Influencer Final Draft Essay

Common Benchmark Assessments:

- All 12CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Art Influencer Project

Core Instructional & Supplemental Materials
Whole Class Novel: ● *The Stranger* by Albert Camus
Supplemental Resources: ● Copy of NYT article, "The Meaning of Bob Dylan's Silence" ● Existential Films ○ "The Truman Show" ○ "The Day After Tomorrow" ○ "Groundhog Day," etc.
Existential Philosophy Questionnaire
ChromeBooks

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 - Project Options - 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 - Graphic Organizer

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 - Frequent Breaks - Visual learning, including graphic organizers and typed outlines - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - 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 - Leveled Rubrics - Tiered Activities - Small Group Instruction - 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 - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Project options