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

Course Title: English 11 CP

Course Description: This course is designed for the student who has developed an exceptional proficiency in critical reading and thinking as well as advanced writing skills. Students are challenged with numerous fictional literary readings from several genres and related non-fiction. In addition, students complete many writing assignments and extensive outside readings. Students explore the modes of writing on a more sophisticated level; journal writing will address students' creative talents while other assignments will be analytical in nature. Students use MLA and The BIG6 information literacy model to conduct 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: Reading Literature	16
Unit 2: Explanatory/Informational	20

Unit 3: Shakespeare	16
Unit 4: Literary Analysis	20
Unit 5: Literary Nonfiction	16
Unit 6: Rebels & Dreamers (Research)	20
Unit 7: Memoir Reading	16
Unit 8: Narrative Writing	12

Unit 1

Desired Results
Unit 1 Title: Reading Literature
Unit Summary: In this unit students will read literature to study plot, characters, conflict, and ultimately, the purpose of the fictional story the author writes. In 11th grade ELA, the teacher will teach the 11-12 grade standards.
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.

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

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

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)*:

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

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.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.

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.

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.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

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).

6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.

6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War

6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.

Learning Targets	
Unit Essential Questions: • How do critical reading strategies contribute to reading comprehension? • How does reading cause action? • How does reading influence the world around us? • How is language used to manipulate us? • How do readers analyze the types of evidence an author uses to support the text's central idea, claim or insight?	**Unit Enduring Understandings:** • Strong critical reading skills are essential, especially to recognize persuasive, manipulative language. • Critical reading skills can be improved through repetition, especially when employing sound critical reading strategies. • The rules for participating in discussions need to be honored by all participants and characterized by mutual respect.

	• Sharing personal views in a discussion is acceptable, but those views should be supported with relevant and sufficient evidence. • Discussing the characters, ideas, themes, etc. in books in person is necessary because each discussion participant brings a new and different lens to the discussion. • Discussing a book and its content goes far beyond the book itself into current events and historical events. • Books are so much more than just "a story," but are a commentary on the world around us.
Vocabulary: Sadlier Vocabulary Workshop, *Tools for Excellence*	
Students will be able to: • Initiate and participate in discussions • Clearly present original thoughts in a group setting • Prepare for a discussion • Create and follow rules for group discussions • Continue a discussion by responding to a question and then asking a follow-up question • Justify personal views in a discussion • Make connections in a discussion to the wider world • Present information appropriately in a discussion • Use speech in order to speak and interact with others in a small group setting	
Learning Activities: *Potential Learning Activities can include:* • Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.	

- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Experience activities where speaking and listening skills are used during Book Talks.
- Confer individually with teacher and peers.
- Demonstrate understanding of skills through a cold read with multiple choice questions. Establish each student's prior understanding of literature and genres through a relatable hook (story, survey, posing question, etc.) or through individual conferences.
- Read multiple texts with different genres.

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:

- Climate Change, LGBTQ and People with Disabilities and Diversity, Equity and Inclusion (DEI):
    - *Lord of the Flies* by William Golding
        - The boys' reckless use of fire and destruction of the island's natural environment mirrors themes of environmental exploitation. The novel can be taught as an allegory for human disregard of ecological balance, paralleling modern climate change issues.
        - Piggy's poor eyesight and dependence on his glasses symbolize vulnerability and marginalization. His exclusion and eventual murder show how societies often treat people with disabilities as expendable.
        - The novel interrogates power structures, groupthink, and exclusion. It raises questions about who gets a voice (Ralph vs. Piggy vs. Jack) and how marginalized characters are treated. It also critiques systems that fail to include or protect the vulnerable.
    - *Animal Farm* by George Orwell
        - Boxer's fate (worked to exhaustion, then discarded) can be tied to how societies historically exploit and marginalize those with physical limitations or reduced capacity.
        - The pigs create a hierarchy that excludes and exploits the majority. The animals' lack of equity in voice,

opportunity, and resources shows how systems of power perpetuate inequality. The eventual rewriting of "All animals are equal, but some animals are more equal than others" offers a perfect entry point for discussions of fairness, justice, and inclusion.

Assessment Evidence
Formative Assessments: • Vocabulary Quizzes • Reading Comprehension • Character Notes • Background Context
Summative Assessments: • Text-Based Assessment including multiple choice and open ended questions • Storyboard Project
Common Benchmark Assessments: • All 11CP Summative Assessments • Midterm • Final
Alternative Assessments: • Canva Storyboard • Propaganda Slideshow/Poster Board

Core Instructional & Supplemental Materials
Potential Mentor Texts: • *Animal Farm* by George Orwell

- *Lord of the Flies* by William Golding

Supplamental Resources:

- Propaganda Techniques handout/Slideshow
- Selected articles from CommonLit, Newsela, 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.

- Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule -Verbal and visual cues regarding directions and staying on task - Checklists

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 - Word walls - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction

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

Unit 2

Desired Results

Unit 2 Title: Explanatory/Informational

Unit Summary: The explanatory/informational writing unit aims to equip students with the essential skills to communicate complex ideas effectively and coherently through written text. Students will focus on clarity, organization, and the ability to articulate their thoughts clearly. The unit prepares students to analyze and interpret information critically. In 11-12th grade, teachers will teach the same standards from 9th and 10th grade but will increase the rigor. 11th grade teachers will teach the skills based on the explicit standards and 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding.

Learning Standards

NJSLS:

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

W.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.

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)

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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***):**

8.1.12.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:

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Learning Targets

Unit Essential Questions:

- How is propaganda employed in fiction, nonfiction, advertising and the media?
- What rhetorical devices are employed in propaganda found in fiction, nonfiction, advertising and the media?

Unit Enduring Understandings:

- Writers employ persuasive techniques (rhetoric) in fiction, nonfiction and oration
- Bias and propaganda are present in advertising, political speech and literature

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- How does propaganda affect public policy and perception in modern society?
- What is the value of consistent, effective paragraph structure in student writing?

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- Although not all communication is persuasion, the ability to distinguish propaganda from unbiased information is critical for responsible adult citizens
- The ability to recognize propaganda in fiction, nonfiction and oration is particularly important for citizens in a democracy because of the participatory nature of governance
- Employing consistent, effective paragraph structure is essential for good writing

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<td colspan="2">Vocabulary/Grammar: Sadlier Grammar for Writing</td>
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<td colspan="2">Students will be able to:

- Define and identify warning signs, tricks of the deception trade and rhetorical devices in *Unspun: Finding facts in a World of Disinformation*.
- Analyze fiction, nonfiction and oration to identify and evaluate the use of rhetorical devices
- Employ rhetorical devices in writing as well as multimedia presentation to classmates
- Consistently employ exemplary paragraph structure, including appropriate diction and vocabulary
- Analyze, evaluate and provide appropriate feedback concerning the use of rhetorical devices in classmates' writing

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<td colspan="2">Learning Activities: Potential Learning Activities can include:

- Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding of literature and genres through a relatable hook (story, survey, posing question, etc.) or through individual conferences.
- Read multiple texts with different genres.

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- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Experience activities where speaking and listening skills.
- Confer individually with teacher and peers.
- Demonstrate understanding of skills through a cold read with multiple choice questions.

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, & Diversity, Equity and Inclusion (DEI):
    - *Animal Farm* by George Orwell
        - Boxer's fate (worked to exhaustion, then discarded) can be tied to how societies historically exploit and marginalize those with physical limitations or reduced capacity.
        - The pigs create a hierarchy that excludes and exploits the majority. The animals' lack of equity in voice, opportunity, and resources shows how systems of power perpetuate inequality. The eventual rewriting of "All animals are equal, but some animals are more equal than others" offers a perfect entry point for discussions of fairness, justice, and inclusion.

Assessment Evidence
Formative Assessments: • Grammar Quizzes • Annotations • Writing Process
Summative Assessments:

- Informative Essay
    - Explain author's/speaker's use of propaganda and rhetoric

Common Benchmark Assessments:

- All 11CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Student-choice articles/prompt

Core Instructional & Supplemental Materials
Mentor Text: • *Animal Farm* by George Orwell
Supplemental Articles: • *Unspun: Finding facts in a World of Disinformation* • "Politics and the English Language" by George Orwell • Select historical/contemporary political speeches

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 3

Desired Results

Unit 3 Title: Shakespeare

Unit Summary: In this unit students will read literature to study finding the author's purpose. In 11-12th grade, teachers will teach the same standards from 9th and 10th grade but will increase the rigor. 11th-grade teachers will teach the skills based on the explicit standards and 12th-grade teachers refresh/review those same skills from the year prior to check for complete understanding.

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.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.

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

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

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.
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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.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.

Interdisciplinary Connections:

6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations)

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Learning Targets

Unit Essential Questions:

- How do pieces of literature differ?
- How does an author's choice impact the development and relate to elements of a story?

Unit Enduring Understandings:

- Readers use what they already know to help aid in the understanding of a text.
- Readers consider the context of the text when forming an idea about the purpose

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- How are central ideas or themes developed over the course of texts?
- What are the impacts of words and phrases as they are used in the text?
- How does an author's style impact what is directly stated in a text vs. what is really meant?

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- Readers use strategies to study specific areas of a text to analyze what is directly stated in a text vs. what is really meant.
- Identifying literary devices will help the reader determine the author's purpose.
- The historical context and author's opinion plays an important role in any text.

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<tr>
<td colspan="2">Vocabulary: Sadlier Vocabulary Workshop, Tools for Excellence</td>
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<td colspan="2">Students will be able to:

- Develop critical reading habits.
- Focus on the context of the text.
- Analyze the author's choices and the impact those choices have on the text.
- Identify central ideas and themes.
- Make connections between the text and the historical background.

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<td colspan="2">Learning Activities: Potential Learning Activites can include:

- Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding of literature and genres through a relatable hook (story, survey, posing question, etc.) or through individual conferences.
- Read multiple texts with different genres.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Experience activities where speaking and listening skills are used
- Confer individually with teacher and peers.

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- Demonstrate understanding of skills through a cold read with multiple choice questions.

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:

- Climate Change, LGBTQ and People with Disabilities and Diversity, Equity & Inclusion [DEI]:
    - Shakespeare's *Macbeth*
        - The play is full of natural imagery and environmental disruption: storms, unnatural darkness, and the inversion of natural order when Macbeth seizes the throne. The witches' prophecy ("Birnam Wood comes to Dunsinane") symbolizes the environment rising against human corruption. These motifs can be connected to climate justice: when humans exploit or disrupt balance, the natural world "strikes back."
        - Banquo's ghost and hallucinations represent mental health struggles, while Lady Macbeth's sleepwalking illustrates trauma and psychological breakdown. These open conversations about historical vs. modern understandings of mental illness.
        - At its heart, *Macbeth* is about equity, justice, and inclusion in leadership: Who has power, who is excluded, and how ambition corrupts fairness. Lady Macbeth's desire to transgress gender roles invites DEI discussions about women's voices in male-dominated societies. The collapse of order under Macbeth shows the need for inclusive, just governance.

Assessment Evidence
Formative Assessments: • Vocabulary Quizzes • Close Reading • Annotations
Summative Assessments:

- Text-based Assessment including multiple-choice and open-ended questions
- Motif Analysis Project

Common Benchmark Assessments:

- All 11CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Student-choice project options

Core Instructional & Supplemental Materials

Works of Study:

- Shakespeare's *Macbeth*
- Historical and biographical nonfiction articles on Elizabethan England and its unique socio political theatrical history.
- Roman Polanski's *Macbeth* (1970)

Supplemental Materials:

- Justin Kurzel's *Macbeth* (2015)

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 - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Immediate feedback - Side by Side Text

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 - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups - Side by Side Text

Students at Risk of Failure

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

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

Unit 4

Desired Results

Unit 4 Title: Literary Analysis

Unit Summary: In this unit students will analyze Shakespeare in order to write an original literary analysis essay in the argument mode. In 12th grade, teachers will teach the same standards from 9th, 10th, and 11th grade but will increase the rigor. 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding.

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.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.

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.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.

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

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (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)

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

Interdisciplinary Connections:

6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

Learning Targets

Unit Essential Questions:

- What must a writer do to fully support a theory about a text?
- How do writers use theories built from collected evidence to create a claim?
- How do you provide the best evidence to support a claim?

Unit Enduring Understandings:

- A critical reader uses literary devices to present an original theory.
- A critical reader needs textual evidence to support their theories.

	• A critical reader will make a claim, offer reasons, and find the best textual evidence to prove his/her argument while modeling his/her writing after professional essays. • Literary analysis essays serve to concisely convey a critical reader's arguments about a piece of literature. • Distinguishing an author's purpose is the reader's primary goal. • Making an argument in writing requires understanding the definition, key components of, and purpose of a literary analysis essay. • Writing effectively requires creating an original thesis statement. • An effective essay includes a claim, counterclaim, reasoning, and best evidence. • Formality in tone and format, including following MLA conventions, are essential to demonstrating the skill and dedication of the writer.
Vocabulary/Grammar: Sadlier *Grammar for Writing*	
Students will be able to: • Write a literary analysis using the best textual evidence, modeled after professional essays. • Recognize strengths and weaknesses of a source based on the task, purpose, and audience. • Employ appropriate diction and vocabulary in writing • Select well-chosen, relevant, sufficient information appropriate to the audience's knowledge of the topic. • Analyze key ideas in a text as evidence to support understanding of text.	

- Explain inferences drawn from the text.
- Conduct steps for short as well as sustained research projects to answer a question.

Learning Activities: *Potential Learning Activites can include:*

- Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding of argument writing (literary analysis essay) through a relatable hook (story, survey, posing question, etc.) or through individual conferences.
- Read a short story of choice
- Read mentor critical analysis essays from professional literary scholars (Bloom's Literary Reference Center).
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned writing partners.
- Experience activities where speaking and listening skills are used mini-lessons and sharing times.
- Read critical analysis essays as models for writing.
- Practice and experiment with various approaches to literary analysis writing. Confer individually with teacher and peers.
- Demonstrate understanding of skills through a literary analysis essay.
- Develop an original claim (original thesis)
- Gather textual evidence and support with reasoning and sound logic, including counterclaims.
- Determine most relevant evidence & identify probable bias
- Incorporate and model information from credible critical essays written by professionals
- Organize reasons and evidence in a logical manner
- Sequence claims logically
- Utilize transitional phrases to establish relationships
- Use varied syntax
- Maintain a formal style and tone (including MLA conventions)

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:

- Climate Change, LGBTQ and People with Disabilities, & Diversity, Equity & Inclusion [DEI]:
    - Shakespeare's *Macbeth*
        - The play is full of natural imagery and environmental disruption: storms, unnatural darkness, and the inversion of natural order when Macbeth seizes the throne. The witches' prophecy ("Birnam Wood comes to Dunsinane") symbolizes the environment rising against human corruption. These motifs can be connected to climate justice: when humans exploit or disrupt balance, the natural world "strikes back."
        - Banquo's ghost and hallucinations represent mental health struggles, while Lady Macbeth's sleepwalking illustrates trauma and psychological breakdown. These open conversations about historical vs. modern understandings of mental illness.
        - At its heart, *Macbeth* is about equity, justice, and inclusion in leadership: Who has power, who is excluded, and how ambition corrupts fairness. Lady Macbeth's desire to transgress gender roles invites DEI discussions about women's voices in male-dominated societies. The collapse of order under Macbeth shows the need for inclusive, just governance.

Assessment Evidence

Formative Assessments:

- Grammar Quizzes
- Essay Outline
- Works Cited Page
- Literary Analysis Rough Draft

Summative Assessments:

- Literary Analysis Final Draft

Common Benchmark Assessments:

- All 11CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Student choice of prompts

Core Instructional & Supplemental Materials

Core Instructional Materials:

- Research strategies identified and modeled by instructor
- Ideal essay structure provided and modeled by instructor

Supplemental Materials:

- The Purdue Online Writing Lab
- The MLA Handbook
- Various citation machines
- ChatGPT (or other AI Aps)
- Turnitin.com

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.

- Additional time - Review of directions - 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 Organizers

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

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: Literary Nonfiction

Unit Summary: In this unit students will read literary nonfiction in order to critically analyze nonfiction text features. In 11-12th grade, teachers will teach the same standards from 9th and 10th grade but will increase the rigor. 11th grade teachers will teach the skills based on the explicit standards and 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding.

Learning Standards

NJSLS:

Language Domain:

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

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

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

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

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

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

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

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

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

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

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.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.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.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.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. 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product
Interdisciplinary Connections: 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment. 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues. 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 does the study of informational text let readers encounter topics that are personally relevant? • How do reading habits impact the way readers analyze and track central ideas in a text? • How can a reader effectively evaluate central ideas and arguments developed? • How do readers evaluate the types of evidence an author uses to support the text's central idea, claim or insight?	**Unit Enduring Understandings:** • Informational texts can provide readers with insight on topics that resonate personally • The central ideas of informational texts are influenced by the author's opinion. • Informational texts can be evaluated through a variety of reading, researching and conversing about concepts and ideas.

	• Readers connect foundational documents for their historical and literary importance alike.

Vocabulary/Grammar: Sadlier *Grammar for Writing*

Students will be able to:

- Cite strong and thorough textual evidence.
- Determine two or more central ideas of a text and analyze their development.
- Analyze a complex set of ideas
- Determine the meaning of words and phrases
- Analyze and evaluate the effectiveness of the structure an author uses
- Determine an author's point of view or purpose.
- Demonstrate knowledge of reading information skills through on-demand assessments, critical reading and discussion.

Learning Activities: *Potential Learning Activites can include:*

- Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
- Read literary nonfiction texts and paired seminal documents.
- Complete standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned reading partners.
- Experience activities where speaking and listening skills are used in mini-lessons and sharing times. -Implement critical lenses to reading nonfiction.
- Confer individually with teacher and peers.
- Demonstrate understanding of skills through on-demand standards-aligned 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:

- Climate Change and Diversity, Equity and Inclusion [DEI]:
    - *Into the Wild* by John Krakauer
        - The natural world is central to the book. McCandless's journey highlights both the beauty and brutality of the environment. His story demonstrates the consequences of misunderstanding or underestimating ecological realities, which links to climate education about respecting limits and sustainability.
        - DEI connections surface in the varied communities Chris encounters (migrant workers, drifters, rural Alaskans). Each group broadens the reader's understanding of marginalized or non-mainstream lives in America. His rejection of privilege and materialism also sparks DEI discussions about who has the luxury of opting out of society versus who is forced to struggle within it.

Assessment Evidence
Formative Assessments: • Reading Comprehension Quizzes • Vocabulary Quizzes • Journal Questions • Guided Reading Questions
Summative Assessments: • Text-based assessment with multiple choice and open ended questions • *Into the Wild* Movie Adaption Viewing Guide
Common Benchmark Assessments: • All 11CP Summative Assessmentss • Midterm • Final
Alternative Assessments:

- Cold-Read assessment with multiple choice and open ended questions

Core Instructional & Supplemental Materials
Core Materials: • *Into the Wild* by John Krakauer
Supplemental Materials: • Non-fiction pieces from Commonlit • *The Wild Truth* by Carine McCandless • other primary sources

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. - 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 - Verbal and visual cues regarding directions and staying on task - Checklists **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

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - 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

Unit 6

Desired Results

Unit 6 Title: Rebels & Dreamers (Research)

Unit Summary: In this unit students will conduct independent research in order to write a research based expository essay In 11-12th grade, teachers will teach the same standards from 9th and 10th grade but will increase the rigor. 11th grade teachers will teach the skills based on the explicit standards and 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding.

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.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.

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.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).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

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

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

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.1: Compare search browsers and recognize features that allow for filtering of information.

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

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

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.

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.

Interdisciplinary Connections:

6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do critical reading strategies contribute to the successful completion of a research project? • Why is the ability to evaluate print and web sources for veracity an essential research skill?	• Strong critical reading skills are essential to complete meaningful research • Effective research requires the ability to evaluate print and web sources based on veracity

• What skills are needed to amalgamate a variety of sources to create a unified paper? • How does the employment of academic research standards like those identified by the MLA legitimize student work? • How much, and what kind of revision is most effective for improving student writing? • What is the value of consistent, effective paragraph structure in student writing?	• Critical reading skills can be improved through repetition, under the direction of sound critical reading strategies • Teacher and/or peer feedback and subsequent revision are effective writing tools
Vocabulary/Grammar: Sadlier *Grammar for Writing*	
Students will be able to: • Employ professionally and academically accepted research standards, such as MLA, to legitimize research by providing uniformity for construction and presentation • Provide and receive peer feedback for the purpose of revision • Employ consistent, effective paragraph structure • Determine what is stated or implied in a passage • Write an expository research-based essay • Critically read research sources • Evaluate print and web sources for veracity, which is an essential research skill • Amalgamate a variety of sources to create a unified paper • Apply MLA standards to legitimize student writing and avoid plagiarism	
Learning Activities: *Potential Learning Activites can include:* • Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students. -Establish each student's prior understanding of research-based writing through a relatable hook (story, survey,	

posing question, etc.) or through individual conferences.

- Consider "history of" topic, including examples
- Read mentor research-based expository essays from professional writers -Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned writing partners.
- Experience activities where speaking and listening skills are used mini-lessons and sharing times.
- Read expository essays as models for writing.
- Practice and experiment with various approaches to literary analysis writing. Confer individually with teacher and peers.
- Demonstrate understanding of skills through a research-based expository essay.

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:

- Students self-selected research-based informative essays may relate to any of the above. Students may be encouraged to write about figures or events in any of the above areas as each could potentially lend itself to the theme of having an obsession (i.e. Christopher McCandless in *Into the Wild*, *Lost City of Z*, etc.)

Assessment Evidence
Formative Assessments: • Informative Essay Rough Draft • Grammar Quiz
Summative Assessments: • Informative Essay Final Draft • Informartive Essay Research Project
Common Benchmark Assessments:

- All 11CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- "History of" project

Core Instructional & Supplemental Materials
• WHS Media Center Databases
• The Purdue Online Writing Lab
• Turnitin.com
• The MLA Handbook
• Various citation machines
• ChatGPT (or other AI Aps)

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 7

Desired Results

Unit 7 Title: Memoir Reading

Unit Summary: In 11-12th grade, teachers will teach the same standards from 9th and 10th grade but will increase the rigor. 11th grade teachers will teach the skills based on the explicit standards and 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding. 11th grade teachers' main focus will be to read and write memoirs. Memoir Reading unit will analyze the genre of memoir and how it differs from and is similar to biography and autobiography.

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.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.

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).

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.

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.

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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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.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:

- What reading and thinking habits do I have or will learn by stretching and extending my reading in literary nonfiction?
- What strategies and processes do I use to engage in reading to explore central ideas and arguments posed in nonfiction texts?
- What are the structures of book length literary nonfiction texts, and how do they vary across genres
- How can I use knowledge about these structures to enable me to engage in increasingly complex texts to identify an author's multiple purposes and main ideas in a text?

Unit Enduring Understandings:

- Experiences, relationships, history, and culture influence identity.
- A self-examined life is a life worth living.
- We all have our own unique points of view, formed by our unique personal and cultural experiences.
- Readers participate in a reading community by sharing their thoughts about reading, the books they love, and by responding to others' ideas about their reading.
- Readers push themselves to read books outside their comfort zone in genre, and they can recognize what sets the genre of memoir apart.
- Readers can identify more than one main idea and the me in a literary nonfiction work, and write about it with appropriate evidence to back up those theories.
- Readers are able to independently track their reading volume and use that data to push themselves further as readers.

Vocabulary: Sadlier Vocabulary Workshop, *Tools for Excellence*

Students will be able to:

- Develop theories about the author's purpose and identify central ideas
- Examine conflicts and choices by the author/ speaker/ subject and how decisions made when facing obstacles helps define theme and illuminate character traits
- Analyze the genre of memoir, how it differs from and is similar to biography and autobiography
- Share summaries, confusions, interpretations with others to further one's understanding of a text
- Self-monitor reading, set goals, and lift the level of one's reading
- Use transition words
- Organize a memoir
- Reference sources properly
- Use proper structure to analyze and state opinions
- Identify the characteristics of memoir texts

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
- Choose a memoir from among 5 choices and create a reading schedule.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners in the book club.
- Experience activities where speaking and listening skills are used during Book Talks.
- Confer individually with teacher and peers.
- Demonstrate understanding of skills through unit-ending project

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:

- Asian American & Pacific Islanders, LGBTQ and People with Disabilities, & Diversity, Equity & Inclusion [DEI]:
    - *Naturally Tan* by Tan France
        - Tan France is of South Asian (Pakistani) descent, and his memoir centers his experiences as a gay man of color navigating cultural identity in both Britain and the U.S. His story fulfills the AAPI mandate by offering representation of Asian immigrant/diasporic experiences and the complexities of bicultural identity.
        - Tan France writes openly about being gay, his marriage, and the challenges of growing up LGBTQ in conservative cultural and religious settings. His story addresses stigma, acceptance, and resilience, making it an essential text for fulfilling the LGBTQ mandate.
        - France's story highlights the importance of representation (he is the first openly gay, South Asian man on major U.S. television). He addresses systemic inequities in media, fashion, and culture, while celebrating diversity and inclusion as strengths.
- Amistad & Holocaust & Diversity, Equity & Inclusion [DEI]:
    - *The Other Wes Moore* by Wes Moore
        - The book examines the lived experiences of African American men growing up in Baltimore and the Bronx. Themes of systemic racism, poverty, incarceration, and resilience show the ongoing legacy of slavery and segregation. The contrasting life paths of the two Wes Moores highlight how opportunity and systemic barriers shape African American lives.
        - The book interrogates who gets access to education, safety, and opportunity, and who is excluded. It highlights inequities in housing, schools, policing, and employment.
- Diversity, Equity & Inclusion [DEI]:
    - *Breaking Night* by Liz Murray
        - Liz's story exposes systemic inequities in education, healthcare, housing, and opportunity. It invites reflection on who has access to the American Dream and who is left out. Her eventual success underscores the power of support systems, equity-driven policies, and inclusion.

- LGBTQ and People with Disabilities & Diversity, Equity & Inclusion [DEI]:
    - *We Should Hang Out Sometime* by Josh Sundquist
        - Sundquist lost a leg to cancer as a child and writes about navigating adolescence as an amputee. His candid reflections highlight stigma, self-consciousness, and the journey toward self-acceptance. This provides a perfect fulfillment of the mandate to include disability narratives.
        - Sundquist's story is about inclusion, empathy, and challenging stereotypes. His use of humor to confront vulnerability highlights the importance of creating a culture where differences are respected and celebrated. The memoir directly supports DEI conversations about how schools and communities treat people who don't "fit the mold."
- Asian American & Pacific Islanders, LGBTQ and People with Disabilities, & Diversity, Equity & Inclusion [DEI]:
    - *Seal Team Six* by Howard E. Wasdin and Stephen Templin
        - The SEALs often operate in Asia and the Pacific, reflecting America's global military presence. The memoir references training and missions tied to conflicts in Asia and the Middle East.
        - Wasdin himself sustained severe injuries in combat. His rehabilitation and adjustment to civilian life connect to the mandate on disability awareness.
        - Military life brings together people of different racial, cultural, and economic backgrounds. Students can explore how the military fosters teamwork and inclusion, but also how systemic inequalities persist. The text invites conversation about who serves, who gets recognition, and how veterans are treated when they return home.

Assessment Evidence
Formative Assessments: • Independent Reading Logs • Memoir Project • Vocabulary Quizzes

- Tone & Mood Assignment

Summative Assessments:

- Memoir Cold-Read Assessment with multiple-choice and open ended questions

Common Benchmark Assessments:

- All 11CP Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Memoir Project

Core Instructional & Supplemental Materials

Student-choice memoir:

- *Naturally Tan* by Tan France
- *The Other Wes Moore* by Wes Moore
- *Breaking Night* by Liz Murray
- *We Should Hang Out Sometime* by Josh Sundquist
- *Seal Team Six* by Howard E. Wasdin and Stephen Templin

Memoir examples from:

- CommonLit
- Learning Ally
- classroom libraries

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 - Review of directions - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - 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.

- Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension -Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- 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 - 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.

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

Unit 8

Desired Results

Unit 8 Title: Narrative Writing

Unit Summary: In 11-12th grade, teachers will teach the same standards from 9th and 10th grade but will increase the rigor. 11th grade teachers will teach the skills based on the explicit standards and 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding. 11th grade students' main focus will be to write fictional narratives according to the hero's journey archetype.In 11-12th grade, teachers will teach the same standards from 9th and 10th grade but will increase the rigor. 11th grade teachers will teach the skills based on the explicit standards and 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding. 11th grade students' main focus will be to write fictional narratives according to the hero's journey archetype.

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.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.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

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

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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

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

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

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).
Computer Science & Design Thinking (*CS & DT***):**
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.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: • What is the meaning of a memoir?	**Unit Enduring Understandings:** • Memoirists reflect on their own lives.

• What literary devices do memoirists use to support their claims and story they are trying to tell? • How can I use personal experiences to influence readers? • How can I observe my life and my world, pushing beyond just the telling of a good story, and move toward insight that resonates with readers? • What decisions does a memoirist make that separate this genre from storytelling?	• Memorists reflect and revise their own drafts to truly tell the experience they are sharing. • Memorists study strategies to heighten their level or writing. • Memoirs are meant to show readers all of an author's emotions • Readers are able to use the craft moves they notice and admire in their literary nonfiction book choices and consider if and how to apply those moves to their own writing.
Vocabulary/Grammar: Sadlier *Grammar for Writing*	
Students will be able to: • Write to show an event that had meaning in their lives. • Determine how to retell that event. • Explore their writer's notebook and choose a topic. • Revise details, word choice, and literary devices. • Edit with peers. • Use a writer's notebook to collect and develop ideas for memoirs, and use every step in the writing process to finely hone a finished piece; • Critically read other memoirs and mine them for sophisticated craft moves to use in one's own writing • Be able to discover moments that matter and that are worth exploring in a memoir, and how to craft that moment so it has impact on the reader as well; • Stick to exact truths or use poetic license when writing from one's life;	

- Angle a memoir so a deeper insight or meaning is woven throughout and brought to light through symbolism, pacing, structure, and stylistic details.

Learning Activities: *Potential Learning Activites Can Include:*
Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.

- Establish each student's prior understanding of narrative/memoir writing through a relatable hook (story, survey, posing question, etc.) or through individual conferences.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with an assigned partner to reflect and revise.
- Complete activities in order to review the writing process
- Confer individually with teacher and peers
- Write a personal narrative.

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:

- Students self-selected memoir college essays may relate to any of the above. Students may be encouraged to write about a moment, big or small, when they were challenged to rethink their perspective on themself or the world around them. Students will be asked to elaborated on what they learned, how they grew, and how that shaped the person they are today.
- Asian American & Pacific Islanders, LGBTQ and People with Disabilities, & Diversity, Equity & Inclusion [DEI]:
    - *Naturally Tan* by Tan France
        - Tan France is of South Asian (Pakistani) descent, and his memoir centers his experiences as a gay man of color navigating cultural identity in both Britain and the U.S. His story fulfills the AAPI mandate by offering representation of Asian immigrant/diasporic experiences and the complexities of bicultural identity.
        - Tan France writes openly about being gay, his marriage, and the challenges of growing up LGBTQ in conservative cultural and religious settings. His story addresses stigma, acceptance, and resilience, making it

an essential text for fulfilling the LGBTQ mandate.
        - France's story highlights the importance of representation (he is the first openly gay, South Asian man on major U.S. television). He addresses systemic inequities in media, fashion, and culture, while celebrating diversity and inclusion as strengths.
- Amistad & Holocaust & Diversity, Equity & Inclusion [DEI]:
    - *The Other Wes Moore* by Wes Moore
        - The book examines the lived experiences of African American men growing up in Baltimore and the Bronx. Themes of systemic racism, poverty, incarceration, and resilience show the ongoing legacy of slavery and segregation. The contrasting life paths of the two Wes Moores highlight how opportunity and systemic barriers shape African American lives.
        - The book interrogates who gets access to education, safety, and opportunity, and who is excluded. It highlights inequities in housing, schools, policing, and employment.
- Diversity, Equity & Inclusion [DEI]:
    - *Breaking Night* by Liz Murray
        - Liz's story exposes systemic inequities in education, healthcare, housing, and opportunity. It invites reflection on who has access to the American Dream and who is left out. Her eventual success underscores the power of support systems, equity-driven policies, and inclusion.
- LGBTQ and People with Disabilities & Diversity, Equity & Inclusion [DEI]:
    - *We Should Hang Out Sometime* by Josh Sundquist
        - Sundquist lost a leg to cancer as a child and writes about navigating adolescence as an amputee. His candid reflections highlight stigma, self-consciousness, and the journey toward self-acceptance. This provides a perfect fulfillment of the mandate to include disability narratives.
        - Sundquist's story is about inclusion, empathy, and challenging stereotypes. His use of humor to confront vulnerability highlights the importance of creating a culture where differences are respected and celebrated. The memoir directly supports DEI conversations about how schools and communities treat people who don't "fit the mold."

- Asian American & Pacific Islanders, LGBTQ and People with Disabilities, & Diversity, Equity & Inclusion [DEI]:
    - *Seal Team Six* by Howard E. Wasdin and Stephen Templin
        - The SEALs often operate in Asia and the Pacific, reflecting America's global military presence. The memoir references training and missions tied to conflicts in Asia and the Middle East.
        - Wasdin himself sustained severe injuries in combat. His rehabilitation and adjustment to civilian life connect to the mandate on disability awareness.
        - Military life brings together people of different racial, cultural, and economic backgrounds. Students can explore how the military fosters teamwork and inclusion, but also how systemic inequalities persist. The text invites conversation about who serves, who gets recognition, and how veterans are treated when they return home.

Assessment Evidence
Formative Assessments: • Memoir College Essay Rough Draft
Summative Assessments: • Memoir College Essay Final Draft • Memoir Project
Common Benchmark Assessments: • English 11 CP Final Exam
Alternative Assessments: • Student-choice memoir read

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Sample college app essays

CommonLit

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

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