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

Course Title: English 10: AP Seminar

Course Description: The College Board's AP Seminar is the first core course in the AP Capstone Diploma Program. Using the framework of five big ideas, or QUEST, students in this college-level course will explore diverse, cross-curricular perspectives through reading, writing, teamwork, and presenting. Students will be expected to read widely across both literary and informational texts to collect, evaluate, and synthesize information as well as communicate and defend arguments to an audience. Students are required to complete both Performance Tasks: a team written report and presentation and an individual written report and presentation. All students enrolled in this Advanced Placement course are also required to take the Advanced Placement Exam in May. By the end of this course, students will have mastered a disciplined and scholarly approach to the research process on topics of their interest and curiosity. **All students enrolled in Advanced Placement courses are required to take the Advanced Placement Examinations in May (see Policy 2429 & Program of Studies page 5).**

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

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

kindergarten through grade 12 experience, students will:

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

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

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

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Welcome to AP Seminar	12
Inquiry Unit A: "Neighbors into Strangers" - Mass Hysteria	16

Inquiry Unit B: “Tug-of-War” - Individual Conscience vs. Social Pressure	16
Inquiry Unit C: “At the Crossroads” - Justice	18
AP Seminar Performance Task 1	40
AP Seminar Performance Task 2	45
Preparing for the Exam	15
“Whenever You Feel Like Criticizing Someone...”: Moral Dilemma in Literature	18

Unit 1

Desired Results
Unit 1 Title: Welcome to AP Seminar
Unit Summary: In this brief introductory unit, students will be exposed to the **QUEST** *(Question and Explore; Understand and Analyze arguments; Evaluate multiple perspectives; Synthesize Ideas; Team,Transform, and Transmit)* framework that guides AP Seminar. Students will work with a team **(T)** to explore the question **(Q)** “How is freedom defined?” first posed in the summer assignment. In groups, students will identify an answer to the question. Each team member will select a different lens **(E)** to focus their support for the answer, using the sources provided in the summer assignment as well as one additional source **(S)**. Students will individually submit their unique perspective in an essay (the summer reading essay) and create a combined team presentation **(T)** that summarizes their beliefs and findings. By the end of the unit, students will have practiced each element of QUEST and will demonstrate their knowledge of these skills through an essay and group presentation.
Learning Standards

NJSLS:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.AW.9–10.1. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.WR.9–10.5. 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.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
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.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

College Board's AP Seminar Learning Objectives:

Big Idea 1: Question and Explore

- (Q)1.1A: Contextualizing and identifying the complexities of a problem or issue.
- (Q)1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.

Big Idea 2: Understand and Analyze

- (U)2.1B: Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.

Big Idea 3: Evaluate Multiple Perspectives

- (E): 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.

Big Idea 4: Synthesize Ideas

- (S): 4.1A: Formulating a complex and well-reasoned argument.

Big Idea 5: Team, Transmit, Transform

- (T): 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose
- (T): 5.1E: Engaging an audience by employing effective techniques of delivery or performance.

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.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.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:

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Learning Targets	
Unit Essential Questions:	**Unit Enduring Understandings:**

• How does the exploration of multiple perspectives enhance our understanding of complex concepts like freedom? • In what ways does collaborative inquiry and synthesis of ideas lead to a more comprehensive analysis of abstract concepts? • How can we effectively transform and transmit our findings on a philosophical question to diverse audiences? • How does the process of selecting and analyzing sources through different lenses impact our conclusions about freedom?	• Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions. • Authors express their ideas, perspectives and/or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically. • Different perspectives often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing multiple perspectives to the conversation. • Scholarly works convey perspectives and demonstrate effective lines of reasoning that have been selected for the intended audience, purpose, and situation. • How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed and presented differently depending on audience, purpose, and context.
Vocabulary: • Elements of QUEST framework. • AP Seminar terminology.	

- Teacher & student-selected vocabulary for comprehension.
- *Required:* Sadlier's *Grammar & Vocabulary Workshop.*

Students will be able to:

- contextualize and identify the complexities of a problem or issue.
- retrieve, question, organize, and use prior knowledge about a topic.
- access and manage information using effective strategies.
- identify the information needed and select appropriate strategies to find or collect it.
- employ appropriate reading strategies and read critically for a specific purpose.
- summarize and explain a text's main idea or aim while avoiding faulty generalizations and oversimplification.
- identify, compare, and interpret multiple perspectives on or arguments about an issue.
- formulate a complex and well-reasoned argument.
- interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources to develop and support an argument.
- provide insightful and cogent commentary that links evidence with claims.
- extend an idea, question, process, or product to innovate or create new understandings.
- plan, produce, and present a cohesive argument, considering audience, context, and purpose, and using appropriate media.
- adhere to established conventions of grammar, usage, style, and mechanics.
- provide individual contributions to overall collaborative efforts to accomplish a task or goal.
- reflect on personal contributions to overall collaborative efforts.

Learning Activities: *Potential Learning Activities can include:*

- Introduce QUEST
- Introducing syllabus, performance tasks, and end of course exam.
- Team-building exercises (e.g., 2 truths & 1 lie, personality trait test discussion, hula hoop pass, logic puzzles)
- Teamwork to discuss an assigned set of texts using various lenses to define freedom through the author's implied arguments.

- Individual definition argument essay.
- Writing workshop to conference and receive feedback from teachers and peers.
- Direct instruction on engaging presentation techniques.
- Direct instruction on the College Board's plagiarism policy & read Mike Palmquist's Chapter 9: Plagiarism.
- Debate: Is it plagiarism? Discuss plagiarism scenarios
- Team presentation to each present a brief synopsis on their lens and present a definition to freedom.

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:

- Discussion of the contributions of African Americans to texts of various genres (Lorraine Hansbury, WEB DuBois, Kwame Anthony Appiah) pursuant to N.J. Stat. § 18A:35-4.43.
- Discussion of slavery and inequality in relationship with the definition of freedom and the works of the authors Lorraine Hansbury, WEB DuBois, Kwame Anthony Appiah pursuant to N.J. Stat. § 18A:35-4.43
- Discussion of the contributions of Asian-Americans like Amy Tan and her *The Joy Luck Club* pursuant to pursuant to NJ Law S4021.
- Discussion of Lenny in *Of Mice and Men* and the political, economic, and social contributions of people like him pursuant to N.J. Stat. § 18A:35-4.35.

Assessment Evidence
Formative Assessments: • Team Presentation • Terminology Quiz
Summative Assessments: • Definition argument essay (summer reading)

Common Benchmark Assessments:

- Midterm, Final
- LinkIt Benchmarks

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials

Summer Reading Texts

Novels:

- O'Brien, T. (1990). *The things they carried*. Houghton Mifflin.
- Tan, A. (1989). *The joy luck club*. G. P. Putnam's Sons.
- Hansberry, L. (1959). *A raisin in the sun*. Random House.
- Steinbeck, J. (1937). *Of mice and men*. Covici Friede.

Poems:

- Hughes, L. (2002). Freedom. *The collected works of Langston Hughes.* https://www.poetryfoundation.org/poems/151031/freedom-5d7a48504dcd5
- Gibran, K. (1923.). On freedom.*The prophet*. https://poets.org/poem/freedom
- Shelley, P. B. (1820). Ode to liberty. https://monadnock.net/shelley/liberty.html
- Jackson, H. H. (n.d.). Freedom. https://www.poemhunter.com/poem/freedom-6

Non-Fiction Essays:

- Smith, L. (n.d.). *Raised to Leave: Some Thoughts on Culture*. South Writ Large: Stories, Arts, and Ideas from the Global South. Retrieved August 12, 2024, from https://southwritlarge.com/articles/raised-to-leave-some-thoughts-on-culture/
- Du Bois, W. E. B. (1903). Double consciousness. In *The souls of black folk*. A. C. McClurg & Co.
- Wilkinson, S. (n.d.). *Free Speech*. Free Speech: If We Don't Use It, We Lose It. Retrieved August 12, 2024, from https://signetoons.com/free-speech
- Appiah, K. A. (2019).If you're happy and you know it. *A World of Ideas: Essential Readings for College*
- *Writers* (L. A. Jacobus, Ed.). Bedford/St. Martin's.

Student Choice Articles

The Bedford Researcher by Mike Palmquist:

- Chapter 4: Getting Started
- Chapter 9: Plagiarism

I Say/ They Say

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

Specific Strategies and Practices that Support Students with Disabilities:

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

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

Specific Strategies and Practices that Support English Language Learners

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

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

Students at Risk of Failure

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

Students with 504 Plans

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

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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

Unit 2

Desired Results

Unit 2 Title: Inquiry Unit A : "Neighbors into Strangers" - Mass Hysteria

Unit Summary: Units 2-4 are three thematic, inquiry-based units focused on the development of overarching themes inspired by a reading of Arthur Miller's *The Crucible*. In Unit 2, students will explore "Mass Hysteria" – *a condition affecting a group of persons, characterized by excitement or anxiety, irrational behavior or beliefs, or inexplicable symptoms of illness* – by reading Arthur Miller's *The Crucible* in conjunction with numerous other texts across genres *(nonfiction, poetry, multimedia, etc.)*. Continuing with the QUEST framework, students will question and explore various lenses/perspectives *(cultural & social, artistic and philosophical, political & historical, environmental, economic, scientific, futuristic, and ethical)*, understand and analyze the arguments of authors, evaluate the credibility and validity of arguments, and team to present information to an audience. By the end of this unit, students will have emerging skills in comprehending and analyzing a line of reasoning, assessing the validity of a source, and engaging with multiple perspectives around a topic. Students will demonstrate such skills through written analyses, team presentations, an annotated bibliography, and an end-of-course (EOC)-style exam.

Learning Standards

NJSLS:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking 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 word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 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., analyze, analysis, analytical; advocate, advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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, or its etymology.
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.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the

United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

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.

W.IW.9–10.2. 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary 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 information or explanation presented (e.g., articulating implications or the significance of the topic).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 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 set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. 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.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

College Board Learning Objectives:
All prior Learning Objectives, as well as the following…
Big Idea 1: Question and Explore
(Q) 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.
(Q) 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.
Big Idea 2: Understand and Analyze

(U) 2.1A Employing appropriate reading strategies and reading critically for a specific purpose.
(U) 2.2A Explaining and analyzing the logic and line of reasoning of an argument.
(U) 2.2B Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.
(U) 2.2C Evaluating the validity of an argument.

Big Idea 4: Synthesize Ideas

(S) 4.2B Providing insightful and cogent commentary that links evidence with claims.
(S) 4.3A Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.

Big Idea 5: Team, Transform, Transmit

(T) 5.1B Adhering to established conventions of grammar, usage, style, and mechanics.
(T) 5.1C Communicating information through appropriate media using effective techniques of design.
(T) 5.2B Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.

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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

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

8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.

Interdisciplinary Connections:

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)
WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)
6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
6.1.12.EconNE.14.b: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. • 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions
6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Learning Targets	
Unit Essential Questions: • How do societal fears and anxieties contribute to the development and spread of mass hysteria? • In what ways do different perspectives (cultural, social,	**Unit Enduring Understandings:** • Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections

<table>
<tr>
<td>artistic, philosophical, etc.) shape our understanding of historical and contemporary instances of mass hysteria?
• How can we critically evaluate the credibility and validity of arguments surrounding controversial social phenomena?
• How does an author build an argument through a line of reasoning?</td>
<td>to prior knowledge.
• The relevance and credibility of the source of information is determined by the context of its use.
• Authors express their ideas, perspectives and/or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.
• Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.</td>
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<tr>
<td colspan="2">Vocabulary:
• Elements of QUEST framework.
• AP Seminar terminology.
• Teacher & student-selected vocabulary for comprehension.
○ mass hysteria, rumor, propaganda, Puritanical, groupthink, social contagion, confirmation bias, bystander effect, mob mentality, spectral evidence, reasoning, rhetoric, logical fallacies, source credibility, argument validity
• Required: Sadlier's Grammar & Vocabulary Workshop.</td>
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<tr>
<td colspan="2">Students will be able to:
• Read grade-level texts with purpose and understanding.
• Cite evidence to support analysis.
• Determine and track the development of themes in a text.
• Analyze characters.
• Analyze text structure.</td>
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- Determine an author’s cultural lens and purpose for writing.
- Evaluate multiple interpretations of a text in different formats (print/film).
- Analyze the historical, cultural, and background of a text.
- Collaborate with peers to discuss a text and complete higher-order thinking tasks.
- Introduce line of reasoning with images.
- Sorting transition cards.
- Lesson 5: Argument Analysis Template worksheet
- Argument mapping.
- Activities, such as annotating, to analyze effectiveness of evidence in supporting claims.
- Routinely write in response to text-based questions and prompts.
- Contextualize and identify the complexities of a problem or issue.
- Retrieve, question, organize, and use prior knowledge about a topic.
- Access and manage information using effective strategies.
- Identify the information needed and select appropriate strategies to find or collect it.
- Employ appropriate reading strategies and read critically for a specific purpose.
- Summarize and explain a text's main idea or aim while avoiding faulty generalizations and oversimplification.
- Identify, compare, and interpret multiple perspectives on or arguments about an issue.
- Formulate a complex and well-reasoned argument.
- Interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources to develop and support an argument.
- Provide insightful and cogent commentary that links evidence with claims.
- Extend an idea, question, process, or product to innovate or create new understandings.
- Plan, produce, and present a cohesive argument, considering audience, context, and purpose, and using appropriate media.
- Adhere to established conventions of grammar, usage, style, and mechanics.
- Provide individual contributions to overall collaborative effort to accomplish a task or goal.
- Reflect on personal contributions to overall collaborative effort.

Learning Activities: *Potential Learning Activities can include:*

- Direct instruction on quality research questions.
- Practice developing questions using the Question Formulation Technique (QFT).
- Small and whole-class brainstorming, idea mapping, horizontal thinking, free-writing to generate ideas for research questions.
- Use graphic organizers to develop research questions.
- Teacher-provided source that the class reads. Student teams develop a research question centered around the source and the theme. Student teams decide upon the best research question.
- Small and whole-class readings and discussions of texts from different genres and perspectives related to the theme.
- Investigate lenses/perspectives
- Complete a lens chart
- Informal practice with creating arguments using images to introduce lines of reasoning.
- Direct instruction on line of reasoning types
- Practice analyzing and outlining an author's line of reasoning: argument storyboard
- Discuss the meaning and purpose of transition words.
- Discuss flaws in reasoning
- Direct instruction on evidence types
- Direct instruction on and practice evaluating limitations in arguments
- Analyze an argument with the Toulmin method
- Rewrite an argument in standard form
- Discussion of author's argument in artwork using the OPTIC strategy
- Direct instruction on APA format and annotated bibliography. Incorporate Mike Palmquist's *The Bedford Researcher* Chapter 20.
- Introduce RAVEN strategy for source credibility analysis.
- Whole-class discussion of team norms and examples of consensus building.
- Direct instruction, modeling, and examination of samples of multimedia presentations.

- Student teams develop an original annotated bibliography in APA format.
- Individuals write a literature review of the sources on the annotated bibliography, especially focusing on line of reasoning and connections between sources as they relate to the original research question.
- Team presentation and defense of annotated bibliography.
- (On-going) Note-taking and whole-class discussion of Mike Palmquist's *The Bedford Research (*Chapter 2: Exploring and Focusing. Chapter 4: Reading Critically and Actively, Chapter 6: Taking Notes, and Chapter 20: Using APA Style).
- End of course exam Part A practice with student samples and rubric evaluation

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:

- Discussion of human nature, human behavior, and hatred/injustice whenever and wherever it occurs pursuant to pursuant to NJ Rev Stat § 18a:35-28 (2018) and pursuant to N.J. Stat. § 18A:35-4.43.
- Discussion of various lenses/perspectives/stakeholders, including members of the LGBTQ community in relationship to mass hysteria and the AIDS crisis (Markel, H. (2014, December 18). Panic, paranoia, and public health — The AIDS epidemic's lessons for Ebola. New England Journal of Medicine, 371(25), 2348-2349. https://www.nejm.org/doi/full/10.1056/NEJMp1413425) & Fisher, M. (1992, August 19). A whisper of AIDS [Speech transcript]. American Rhetoric. https://www.americanrhetoric.com/speeches/maryfisher1992rnc.html) pursuant to Pursuant to N.J. Stat. § 18A:35-4.35
- Discussion of climate change's impact on mass hysteria in Kristof, N. D. (2008, April 13). Extended forecast: Bloodshed. The New York Times https://www.nytimes.com/2008/04/13/opinion/13kristof.html pursuant to Climate Change Education.
- Discussion of anti-Asian hate spurred by the Covid-19 pandemic, potentially connected to such works as Earle, P. C. (2020, March 16). The political economy of mass panic. American Institute for Economic Research. https://www.aier.org/article/the-political-economy-of-mass-panic// & Bagus, P., Peña-Ramos, J. A., & Sánchez-Bayón, A. (2021). COVID-19 and the Political Economy of Mass Hysteria. *International journal of environmental research and public health*, *18*(4), 1376. https://doi.org/10.3390/ijerph18041376 pursuant to pursuant to NJ Law S4021.
- Potential student-selected sources and research topics connected to the thematic unit on "Mass Hysteria" could satisfy any of

the above.

Assessment Evidence
Formative Assessments: • Annotated Bibliography • Team Presentation • Note-Taking • Vocabulary and/or grammar quizzes. • Reading quizzes. • Class assignments.
Summative Assessments: • Literature Review • End of Course Part A -Style Exam
Common Benchmark Assessments: • Midterm, Final • LinkIt Benchmarks
Alternative Assessments: • Choice Assignments • Choice Essay Topics • Modified Assignments

Core Instructional & Supplemental Materials
The resources below will serve as potential anchor texts for the unit based on teacher-selection and student interest. Other texts will be added as student selections dictate. **Fiction:** • *(Drama)*: Miller, A. (1953). The Crucible. Viking Press.

- *(Poetry):* Burns, R. (1785). To a mouse, on turning her up in her nest with the plough. In Poems, chiefly in the Scottish dialect. John Wilson.
- *(Radio Drama):* Welles, O. (Director). (1938, October 30). The War of the Worlds [Radio broadcast]. Columbia Broadcasting System.

Political & Historical:

- Library of Congress. (n.d.). March 1. Today in History. Retrieved August 10, 2024, from https://www.loc.gov/item/today-in-history/march-01/
- History.com Editors. (2023, April 13). 7 factors that contributed to the Salem witch trials hysteria. History. https://www.history.com/news/salem-witch-trials-hysteria-factors
- Edwards, J. (1741). Sinners in the hands of an angry God. A sermon preached at Enfield, July 8th, 1741.
- American Experience. (1950). Joseph McCarthy: "Enemies from Within" speech, Wheeling,West Virginia, February 9, 1950. History Matters: The U.S. Survey Course on the Web. Retrieved August 10, 2024, from https://historymatters.gmu.edu/d/6456
- United States Senate. (1950.). Speeches: Margaret Chase Smith, "Declaration of Conscience" speech. United States Senate: Art & History. Retrieved August 10, 2024, from https://www.senate.gov/artandhistory/history/common/generic/Speeches_Smith_Declaration.htm
- Hofstadter, R. (1964, November). The paranoid style in American politics. Harper's Magazine. https://harpers.org/archive/1964/11/the-paranoid-style-in-american-politics

Scientific:

- Broad, W. J. (2021, October 26). Is 'Havana Syndrome' an 'act of war' or 'mass hysteria'? The New York Times. https://www.nytimes.com/2021/10/26/opinion/havana-syndrome-disorder.html
- CBS News. (2023, February 19). Growing questions on "Havana Syndrome" | 60 Minutes [Video]. YouTube. https://www.youtube.com/watch?v=JdPSD1SUYCY
- Markel, H. (2014, December 18). Panic, paranoia, and public health — The AIDS epidemic's lessons for Ebola. New England Journal of Medicine, 371(25), 2348-2349. https://www.nejm.org/doi/full/10.1056/NEJMp1413425
- Corliss, J. (2022, January 18). Tics and TikTok: Can social media trigger illness? Harvard Health Publishing. https://www.health.harvard.edu/blog/tics-and-tiktok-can-social-media-trigger-illness-202201182670
- Bartholomew, R. E., & Leung, J. P. K. (2022). Mass hysteria attack rates in children and adolescents: a meta-analysis. BJPsych

Open, 8(2), e43. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8829737/

- Jebessa, S., Deksiso, H., Tefera, M., & Bahretibeb, Y. (2022). Mass hysteria among beneficiary students of the school feeding program in Addis Ababa, Ethiopia. Ethiopian Journal of Health Sciences, 32(3), 563. https://doi.org/10.4314/ejhs.v32i12

Environmental:

- Kristof, N. D. (2008, April 13). Extended forecast: Bloodshed. The New York Times. https://www.nytimes.com/2008/04/13/opinion/13kristof.html

Cultural & Social:

- Fisher, M. (1992, August 19). A whisper of AIDS [Speech transcript]. American Rhetoric. https://www.americanrhetoric.com/speeches/maryfisher1992rnc.html
- Excerpts from Andersen, K. (2017, September). How America lost its mind. The Atlantic. https://www.theatlantic.com/magazine/archive/2017/09/how-america-lost-its-mind/534231/
- *(Local):* Longo, B. (2023, May 22). Jersey Shore leaders respond to 'civil unrest' Memorial Day weekend. WHYY. https://whyy.org/articles/jersey-shore-leaders-respond-to-civil-unrest-memorial-day-weekend/
- Glass, I. (Host). (2005, April 22). A little bit of knowledge [Audio podcast episode]. In This American Life. WBEZ Chicago. https://www.thisamericanlife.org/293/a-little-bit-of-knowledge
- Excerpts from Orlowski, J. (Director). (2020). The social dilemma [Film]. Exposure Labs; Argent Pictures; The Space Program.

Artistic/ Photography:

- Goya, F. (1798). Witches' Sabbath [Painting]. Museo Lázaro Galdiano, Madrid, Spain.
- Delacroix, E. (1830). Liberty Leading the People [Painting]. Louvre Museum, Paris, France
- Block, H. (1949). Fire [Cartoon]. Library of Congress. https://www.loc.gov/exhibits/herblocks-history/fire.html
- Brubaker, J. (2023, October 12). Do you remember the Y2K panic? Here's a look at how it played out in Lancaster County [1999 archive]. LancasterOnline. https://lancasteronline.com/features/yesteryear/nostalgia/do-you-remember-the-y2k-panic-heres-a-look-at-how-it-played-out-in/article_0871eada-74f2-11ee-aa49-ef8da0c40625.html

Economic:

- Earle, P. C. (2020, March 16). The political economy of mass panic. American Institute for Economic Research. https://www.aier.org/article/the-political-economy-of-mass-panic//

- Bagus, P., Peña-Ramos, J. A., & Sánchez-Bayón, A. (2021). COVID-19 and the Political Economy of Mass Hysteria. *International journal of environmental research and public health*, *18*(4), 1376. https://doi.org/10.3390/ijerph18041376

Futuristic:

- Excerpts from Akerlof, G. A., & Shiller, R. J. (2009). Animal spirits: How human psychology drives the economy, and why it matters for global capitalism. Princeton University Press.

The Bedford Researcher by Mike Palmquist

- Chapter 2: Exploring and Focusing
- Chapter 4: Reading Critically and Actively
- Chapter 6: Taking Notes

I Say/ They Say Sixth Edition

- Chapter One: "They Say": Starting with What Others are Saying
- Chapter Two: "Her Point Is": The Art of Summarizing
- Chapter Three: "As He Himself Puts It": The Art of Quoting

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: Inquiry Unit B: "Tug-of-War" - Individual Conscience vs. Social Pressure

Unit Summary: In Unit 3, learners engage with a related thematic inquiry unit on "Individual Conscience vs. Social Pressure," or how an individual is guided by his own inner morality despite external pressure to conform to the masses. In pursuit of this theme, students will continue to read Arthur Miller's *The Crucible* layered with texts of different genres and lenses, which pose alternate viewpoints and perspectives to previously studied texts. Building on previously-acquired skills, students will now pose questions for research, grapple with texts from divergent perspectives, consider the limitations of arguments, connect issues in reading to broader or futuristic themes, and look for conclusions or solutions to problems posed in the readings. By the end of this unit, students will demonstrate knowledge of skills through question-posing; collecting, evaluating, and synthesizing evidence; a written report; and a team presentation.

Learning Standards

NJSLS:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking 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 word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 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., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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, or its etymology.
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.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.IW.9–10.2. 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary 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 information or explanation presented (e.g., articulating implications or the significance of the topic).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 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 set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. 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.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

College Board Learning Objectives:
All prior Learning Objectives, as well as the following…

Big Idea 1: Question and Explore

1.1B Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

1.3A Accessing and managing information using effective strategies.

1.5A Identifying the information needed and selecting appropriate strategies to find or collect it.

Big Idea 2: Understand and Analyze

2.3A Connecting an argument to broader issues by examining the implications of the author's claim.

2.3B Evaluating potential resolutions, conclusions, or solutions to problems or issues in an argument.

Big Idea 3: Evaluate Multiple Perspectives

3.2A Evaluating alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.

Big Idea 4: Synthesize Ideas

4.2A Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.

4.4A Extending an idea, question, process, or product to innovate or create new understandings.

4.5A Offering resolutions, conclusions, and/or solutions based on evidence as well as considering consequences and implications.

Big Idea 5: Team, Transform, Transmit

5.1D Adapting an argument for context, purpose, and/or audience.

5.2A Providing individual contributions to overall collaborative effort to accomplish a task or goal.

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

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

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

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

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

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

8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device

Interdisciplinary Connections:

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

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

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).

6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

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

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 individuals navigate the conflict between personal moral convictions and societal expectations? • In what ways do different genres and perspectives enhance our understanding of the struggle between individual morality and collective pressure? • How does a responsible scholar pose research questions that invite multiple perspectives of thought to answer it? • How can responsible scholars critically analyze competing perspectives on topics like individual conscience versus social pressure, considering the implications and limitations of each viewpoint? • How does a responsible scholar consider the futuristic implications and limitations of an author's argument?	**Unit Enduring Understandings:** • The investigation process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible • There are multiple ways to investigate questions, problems and issues. Methods should be aligned with the purpose of the inquiry. • Arguments have implications and consequences. • Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, one's own arguments can be situated within a larger conversation. • Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.

	• Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others. • Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence. • Arguments, choices, and solutions present intended and unintended opportunities, consequences, and implications.
Vocabulary: • Elements of QUEST framework. • AP Seminar terminology. • Teacher & student-selected vocabulary for comprehension. ○ Systematic problem solving, whistleblower, tipping point, confirmation bias, social change • *Required:* Sadlier's *Grammar & Vocabulary Workshop*.	
Students will be able to: • Read grade-level texts with purpose and understanding. • Cite evidence to support analysis. • Determine and track the development of themes in a text. • Analyze characters. • Analyze text structure. • Determine an author's cultural lens and purpose for writing. • Evaluate multiple interpretations of a text in different formats (print/film).	

- Analyze the historical, cultural, and background of a text.
- Collaborate with peers to discuss a text and complete higher-order thinking tasks.
- Routinely write in response to text-based questions and prompts.
- Formulate questions and research answers that encompass multiple, divergent, or contradictory perspectives on a topic or issue.
- Analyze an argument's broader implications by examining how the author's claims connect to and impact larger issues or contexts.
- Critically assess the effectiveness and feasibility of proposed resolutions, conclusions, or solutions to problems or issues presented in an argument.
- Evaluate alternative, opposing, or competing perspectives and arguments by critically analyzing their implications and limitations.

Learning Activities: *Potential Learning Activities can include:*

- Read teacher and student selected texts in small and whole groups.
- Multiple perspective activities: 7 Blind Mice, "Elephant in a Dark Room" by Rumi, de Bono's Hats, Project Zero from Harvard
- "Dinner Party" to put sources or multiple perspectives on an issue in conversation and debate with one another
- Small group discussion and debate.
- Note-taking to determine multiple perspectives in sources.
- Develop and complete a thematic connection graphic organizer.
- Practice with brief, evidence-based editorial in counter response to a teacher or student-selected source.
- Direct instruction on transmitting information to particular audiences.
- Direct instruction on design techniques in multimedia presentations.
- Writing workshop conferences with teacher and peers.
- Team to plan, assign tasks, generate norms, and execute the following:
    - Generate and settle upon a problem/issue-based research question related to the thematic units as a team.
    - Discuss and select a particular target audience and consider how to use evidence to appeal to this audience.

    - Determine team perspectives/lenses to address the problem/issue.
    - Complete a short, independent research report using a perspective.
    - Understand how to and use school-issued databases to find two sources in addition to a minimum of three provided sources from Units 2 and 3 in independent research reports.
    - Determine source credibility, validity, and reliability.
    - Reconvene to synthesize perspective, determine missing research, and compile a team presentation.
    - Complete peer-editing checklists.
- (On-going) Note-taking and whole-class discussion of Mike Palmquist's *The Bedford Research* (Chapter 3: Developing Your Research Question, Chapter 10: Searching for Information, Chapter 7: Engaging with Information, Ideas, and Arguments)
- End of course exam Part B practice with student samples and rubric evaluation

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:

- Discussion of inequality, prejudice, discrimination, moral dilemma, and social justice in light of African American history in the work of Dr. Martin Luther King Jr's "Letter From Birmingham Jail" (King, M. L., Jr. (1963). Letter from Birmingham jail. American Friends Service Committee) pursuant to N.J. Stat. § 18A:35-4.43.
- Discussion of excerpts from Jefferson, T., et al. (1776). The Declaration of Independence. Continental Congress as it relates to guaranteeing the inalienable rights (and the struggle to obtain inalienable rights) of any of the above.
- Potential student-selected sources and research topics connected to the thematic unit on "Individual Conscience v. Societal Pressure" could satisfy any of the above.

Assessment Evidence

Formative Assessments:

- Team Presentations
- Written Analysis

- End-of-Course Part B-style assessments.
- Vocabulary and/or grammar quizzes.
- Reading quizzes.
- Class assignments.

Summative Assessments:

- Individual Research Report

Common Benchmark Assessments:

- Midterm, Final
- LinkIt Benchmarks

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials

The resources below will serve as potential anchor texts for the unit based on teacher-selection and student interest. Other texts will be added as student selections dictate.

Fiction:

- *(Drama):* Miller, A. (1953). The Crucible. Viking Press.
- (*Poem):* Yevtushenko, Y. (1991). Conversation with an American writer. In A. Czerniawski (Trans.), *The collected poems 1952-1990* (p. 113). Henry Holt and Company.
- *(Poem)*: Auden, W. H. (1940). The unknown citizen. *Academy of American Poets*. https://poets.org/poem/unknown-citizen
- *(Poem)* Kipling, R. (1910). If—. In Rewards and Fairies. Macmillan.

Political & Historical:

- Excerpts from Jefferson, T., et al. (1776). The Declaration of Independence. Continental Congress.

- Emerson, R. W. (1841). Self-reliance. In Essays: First series. James Munroe and Company.
- Thoreau, H. D. (1849). Resistance to civil government. In Aesthetic papers (E. P. Peabody, Ed.). The Editor.
- King, M. L., Jr. (1963). Letter from Birmingham jail. American Friends Service Committee.
- Lynch, K. L. (2005). Voting One's Conscience. *Society*, *42*(4), 27–29. https://doi.org/10.1007/BF02687428

Scientific:

- Facing History & Ourselves & the News Literacy Project (2016). Defining confirmation bias. Facing History and Ourselves. https://www.facinghistory.org/resource-library/defining-confirmation-bias
- Annenberg School for Communication, University of Pennsylvania. (2018, June 7). Research finds tipping point for large-scale social change. https://www.asc.upenn.edu/news-events/news/research-finds-tipping-point-large-scale-social-change
- Drury, J., & Reicher, S. D. (2010). Crowd control. Scientific American Mind, 21(5), 58-65. http://www.jstor.org/stable/24943180
- Morita, H., & Araki, S. (2023). Social pressure in football matches: an event study of "Remote Matches" in Japan. *Applied Economics Letters*, *30*(11), 1522–1525. https://doi.org/10.1080/13504851.2022.2066617

Environmental:

- Nielsen, K.S., Nicholas, K.A., Creutzig, F. *et al.* The role of high-socioeconomic-status people in locking in or rapidly reducing energy-driven greenhouse gas emissions. *Nat Energy* 6, 1011–1016 (2021). https://doi.org/10.1038/s41560-021-00900-y
- Guiney, P., W. Goodfellow, AND Timothy J. Canfield. An Overview of Confirmation Bias in Science: Examples and Opportunities for Improvement. Society of Environmental Toxicology and Chemistry (SETAC) SCICON2 – SETAC North America 41st Annual Meeting, N/A, N/A, November 15 - 19, 2020.

Cultural & Social:

- Buckley Jr., W. F. (1961). Why don't we complain? *Esquire*.
- CBS News. (2022). Alexei Navalny [Television series episode]. In *60 Minutes*. CBS Television Network.
- Excerpts from CBS News. (2019). The whistleblower [Television series episode]. In *60 Minutes*. CBS Television Network.
- Carnegie, D. (1936). If you're wrong, admit it. In *How to win friends and influence people* (Part 3, Ch. 3). Simon & Schuster.
- Excerpts from Aristotle. (1984). The complete works of Aristotle: The revised Oxford translation (J. Barnes, Ed.). Princeton University Press. (Original works published ca. 384-322 BCE)
- Excerpts from Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Little, Brown and Company.
- Burton, N. (2024, June 22). *The psychology of scapegoating*. Psychology Today.

https://www.psychologytoday.com/us/blog/hide-and-seek/201312/the-psychology-of-scapegoating

Artistic/ Photography:

- Magritte, R. (1964). The son of man [Painting].
- Rodin, A. (1904). The thinker [Sculpture].
- Kady, M. (2011, June 9). McCarthy assailed by Army counsel, June 9, 1954. Politico. https://www.politico.com/story/2011/06/mccarthy-assailed-by-army-counsel-june-9-1954-056514
- Pink Floyd. (2022, October 14). *Another brick in the wall (part 2) [Video]*. YouTube. https://www.youtube.com/watch?v=YR5ApYxkU-U

Economic:

- Berger, J. (2013). Triggers. In *Contagious: Why things catch on* (pp. 21-69). Simon & Schuster.
- Levitt, S. D., & Dubner, S. J. (2005). What do schoolteachers and sumo wrestlers have in common? In *Freakonomics: A rogue economist explores the hidden side of everything* (pp. 19-58). William Morrow.
- Huddart, S., & Qu, H. (2024). Rotten Apples and Sterling Examples: Norm-Based Moral Reasoning and Peer Influences on Honesty. *Journal of Management Accounting Research*, *36*(2), 123–140. https://doi.org/10.2308/JMAR-2022-011

Futuristic:

- Carr, E. W., Reece, A., Kellerman, G. R., & Robichaux, A. (2019, December). The value of belonging at work. Harvard Business Review. https://hbr.org/2019/12/the-value-of-belonging-at-work

The Bedford Researcher by Mike Palmquist

- Chapter 3: Developing Your Research Question
- Chapter 10: Searching for Information
- Chapter 7: Engaging with Information, Ideas, and Arguments

I Say/ They Say Sixth Edition

- Chapter 6: “Skeptics May Object”: Planting a Naysayer in Your Text
- Chapter 9: “As a Result”: Connecting the Parts
- Chapter 15: “But as several sources suggest…: Research as Conversation”

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

Specific Strategies and Practices that Support Students with Disabilities:

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

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

Specific Strategies and Practices that Support English Language Learners

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

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

Students at Risk of Failure

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

Students with 504 Plans

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

Specific Strategies and Practices that Support Gifted & Talented Students

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

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

Unit 4

Desired Results

Unit 4 Title: Inquiry Unit C: "At the Crossroads" - Justice

Unit Summary: In the final of the three thematic inquiry units, students will investigate the concept of "Justice," inspired by the ending of Arthur Miller's *The Crucible*. Mass hysteria can lead to a breakdown of normal judicial processes: Evidence becomes less important than accusations, the presumption of innocence is often ignored, and rational thinking is overshadowed by fear and paranoia. Individual conscience often serves as a last line of defense for justice when societal pressures push towards unjust actions. In this unit, students will explore "Justice" - a complex and debated concept. In this final thematic unit, students will build upon previously-acquired skills by engaging in the research process from exploring and providing evidence to answer a self-generated research question to transmitting an argument to an audience. By the end of the unit, students will demonstrate skills through a brief argument essay and a formal team presentation.

Learning Standards

NJSLS:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking 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 word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 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., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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, or its etymology.
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.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
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.

W.IW.9–10.2. 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary 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 information or explanation presented (e.g., articulating implications or the significance of the topic).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 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 set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. 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.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

College Board Learning Objectives
All prior Learning Objectives, as well as the following…

Big Idea 5: Team, Transform, Transmit

(T) 5.3A Reflecting on and revising their own writing, thinking, and creative processes.

(T) 5.3B Reflecting on personal contributions to overall collaborative effort.

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

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.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

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.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

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

8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device

Interdisciplinary Connections:

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

5.HS.ESS3.4:Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.

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

6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

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.

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).

6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Learning Targets	
Unit Essential Questions: • In "The Crucible," how does mass hysteria distort the community's sense of distributive and retributive justice?	**Unit Enduring Understandings:**

• What responsibilities do individuals have in maintaining justice when societal systems fail? • How can the research process be employed by a responsible scholar to pursue an answer to an area of interest or curiosity? • How should arguments be adapted for particular audiences?	• Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems. • Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.
Vocabulary: • Elements of QUEST framework. • AP Seminar terminology. • Teacher & student-selected vocabulary for comprehension. ○ procedural, retributive, restorative justice; fairness, equality, rights, responsibility, due process • *Required:* Sadlier's *Grammar & Vocabulary Workshop*.	
Students will be able to: • Read grade-level texts with purpose and understanding. • Cite evidence to support analysis. • Determine and track the development of themes in a text. • Analyze characters. • Analyze text structure. • Determine an author's cultural lens and purpose for writing. • Evaluate multiple interpretations of a text in different formats (print/film). • Analyze the historical, cultural, and background of a text. • Collaborate with peers to discuss a text and complete higher-order thinking tasks. • Routinely write in response to text-based questions and prompts.	

- Generate a problem-based research question
- Research and collect evidence to support arguments
- Synthesize information from multiple sources to develop a comprehensive understanding and answer to a problem-based research question
- Formulate resolutions or solutions to address a problem-based research question
- Compose a brief argument essay presenting their findings through a distinct perspective/lens
- Design and create appropriate visual aids to enhance their team presentation
- Adapt arguments for different contexts, purposes, and audiences in both written and oral formats
- Deliver an effective team presentation using appropriate techniques to engage the audience
- Collaborate effectively in a team to prepare and deliver a formal presentation
- Reflect on and revise their writing, thinking, and creative processes throughout the unit
- Critique and provide constructive feedback on peers' arguments and presentations

Learning Activities: *Potential Learning Activities can include:*

- Small and whole-class discussions of sources.
- Evidence-based debate on justice.
- Team to transmit an argument to a specific audience.
- Oral defense of argument for teacher and peer audience.
- Writing workshop with teacher and peer conferencing.
- Written self-reflection on research and team processes
- Small group reflection conferences with teacher.
- Discussion of Performance Task #1.

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:

- Discussion of human nature, human behavior, and hatred/injustice whenever and wherever it occurs pursuant to pursuant to NJ Rev Stat § 18a:35-28 (2018) and pursuant to N.J. Stat. § 18A:35-4.43.
- Discussion of the United Nations General Assembly. (1948). Universal declaration of human rights. https://www.un.org/en/about-us/universal-declaration-of-human-rights as it relates to any of the above laws.
- Potential student-selected sources and research topics connected to the thematic unit on "Justice" could satisfy any of the above.

Assessment Evidence

Formative Assessments:

- Vocabulary and/or grammar quizzes.
- Reading quizzes.
- Class assignments.

Summative Assessments:

- Team Presentation
- Written Self-Reflection

Common Benchmark Assessments:

- Midterm, Final
- LinkIt Benchmarks

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials

The resources below will serve as potential anchor texts for the unit based on teacher-selection and student interest. Other texts will be added as student selections dictate.

Fiction:

- *(Drama):* Miller, A. (1953). The Crucible. Viking Press.

Historical/ Political:

- United Nations General Assembly. (1948). Universal declaration of human rights. https://www.un.org/en/about-us/universal-declaration-of-human-rights
- Rawls, J. (2007). A Theory of Justice. In *Justice: A Reader* (pp. 203–221). essay, Oxford University Press.

The Bedford Researcher by Mike Palmquist

- Chapter 12: Developing Your Thesis Statement
- Chapter 13: Developing and Organizing Your Argument
- Chapter 15: Using Sources Effectively

I Say/ They Say

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

Specific Strategies and Practices that Support Students with Disabilities:

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

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

Specific Strategies and Practices that Support English Language Learners

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

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

Students at Risk of Failure

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

Students with 504 Plans

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

Specific Strategies and Practices that Support Gifted & Talented Students

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

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

Unit 5

Desired Results

Unit 5 Title: AP Seminar Performance Task 1

Unit Summary: Students will use the skills acquired in Units 1-4 to complete the First Performance Task of the course. Unit 5 takes place from December through approximately January of the school year and is dedicated to the AP Seminar Performance Task 1, which constitutes 20% of the student's AP Score for the course. Performance Task #2 comprises a 1200-word Individual Research Report (IRR), assessed by The College Board, and an 8-10 minute Team Multimedia Report & Defense (TMP), assessed via a rubric by the teacher. As the College Board's Course and Exam Description explains, "Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides an oral defense to questions posed by the teacher." Student teams work together to select a problem or issue of their own choosing. Various checkpoints for performance standards occur throughout the unit. By the end of the unit, students will have completed the required performance task components, various checkpoints, and other class assignments based on a review of previously-acquired skills.

Learning Standards

NJSLS:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking 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 word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 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., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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, or its etymology.
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.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.IW.9–10.2. 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary 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 information or explanation presented (e.g., articulating implications or the significance of the topic).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 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 set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. 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.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

College Board Learning Objectives

Any prior Learning Objectives revisited as necessary.

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

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.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

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.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

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

8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device

Interdisciplinary Connections:

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

5.HS.ESS3.4:Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

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.

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).

6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Learning Targets	
Unit Essential Questions: • How can a responsible scholar effectively collaborate to transform individual research into a cohesive and compelling group solution for complex real-world problems? • In what ways does examining multiple perspectives and approaches deepen a responsible scholar's understanding of an issue and inform more comprehensive solutions? • How do a responsible scholar balance the depth of individual research with the breadth of team-based problem-solving to create impactful and well-supported proposals? • How can a responsible scholar critically evaluate and synthesize diverse sources of information to develop and	**Unit Enduring Understandings:** • Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions. • There are multiple ways to investigate questions, problems and issues. Methods should be aligned with the purpose of the inquiry. • Different perspectives often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing multiple perspectives to the conversation.

defend innovative solutions to academic or real-world challenges?	• Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, one's own arguments can be situated within a larger conversation. • Arguments, choices, and solutions present intended and unintended opportunities, consequences, and implications. • Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems

Vocabulary:

- Elements of QUEST framework.
- AP Seminar terminology.
- Teacher & student-selected vocabulary for comprehension.
    - Real-world problem or issue (e.g., local, national, global, academic/theoretical/philosophical); approaches, perspectives, lenses; summarizes, explain, analyze, and evaluate; compelling argument;
- *Required:* Sadlier's *Grammar & Vocabulary Workshop*.

Students will be able to:

(IRR)

- investigate assigned approach, perspective, or lens on the team research question.
- identify the area of investigation and its relationship to the overall problem or issue.
- summarize, explain, analyze, and evaluate the main ideas and reasoning in chosen sources.
- identify, compare, and interpret a range of perspectives about the problem or issue.
- cite all sources used and create a list of works cited or bibliography.

- avoid plagiarism by properly acknowledging, attributing, and citing sources throughout the paper.
- submit a log of original sources found and read during the research phase.
- participate in individual conversations with the teacher about their process and sources.

(TMP)

- work collaboratively to consider all research and analyses from individual team members.
- synthesize and evaluate individual findings and perspectives to create a collective understanding of different approaches to the problem or issue.
- consider potential solutions or resolutions and conduct additional research to evaluate them.
- propose one or more solutions or resolutions and prepare an argument to support their proposal.
- develop an 8-10 minute presentation that presents a convincing argument for their proposed solutions or resolutions.
- support claims with evidence, attributing or citing sources orally or visually.
- consider different perspectives and the limitations and implications of their proposed solutions or resolutions.
- create, present, and defend a presentation that considers audience, context, and purpose, using appropriate media to enhance it.

Learning Activities: *Learning Activities* (approx. December - January)

Performance Task #1: Individual Research Report (IRR)
and Team Multimedia Presentation & Defense (TMP)

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Form teams based on common interest and/or skill set
- Examine student samples and instructional materials.
- Develop a research questioning; use graphic organizer to create self-generate
- Read for context
- Determine lenses each group member will use for research
- Collect and evaluate evidence

- Revise and finalize individual research report
- Synthesize individual research reports as a group
- Writing workshop with teacher and peer conferencing.
- Meet various checkpoints for performance standards.
- Develop argument and refine research
- Create a group presentation
- Revise group presentation
- Present team projects and presentations
- Oral defense of presentation

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:

- Performance Task #1 is entirely student choice. Students may base their research on any of the above.

Assessment Evidence
Formative Assessments: • Vocabulary and/or grammar quizzes. • Reading quizzes. • Class assignments. • EOY Course Exam-style assessments.
Summative Assessments: • Team & Self-Reflection Journal
Common Benchmark Assessments: • Midterm, Final

- LinkIt Benchmarks

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
• All texts will be sourced, collected, and used at student discretion in support of the IRR and TMP.
The Bedford Researcher by Mike Palmquist • Revisiting chapters as dictated by student need.
I Say/ They Say • Revisiting chapters as dictated by student need.

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 6

Desired Results

Unit 6 Title: AP Seminar Performance Task 2

Unit Summary: Students will use the skills acquired in Units 1-5 to complete the Second Performance Task of the course. Unit 6 takes place from approximately February through April of the school year and is dedicated to the AP Seminar Performance Task 2, which constitutes 35% of the student's AP Score for the course. Performance Task #1 comprises a 2000-word Individual Written Argument (IWA), assessed by The College Board, and a 6-8 minute Individual Multimedia Presentation & Defense (IMP), assessed via a rubric by the teacher. Students independently develop and, through the research process, pursue an answer to a self-generated research question inspired by a thematic connection amongst a minimum of two cross-curricular sources in the Stimulus Material Packet released by The College Board in early January each year. Students are required to have a minimum of 30 days to complete the full IWA process, after which the IMP takes place. Various checkpoints for performance standards occur throughout the unit. By the end of the unit, students will have developed a well-reasoned, 2000-word argument essay and present and defend the argument in a 6-8 minute oral presentation to an audience.

Learning Standards

NJSLS:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking 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 word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 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., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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, or its etymology.
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.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
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.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 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 set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. 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.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

College Board Learning Objectives

Any prior Learning Objectives revisited as necessary.

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

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.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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

8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.

Interdisciplinary Connections:

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

5.HS.ESS3.4:Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Learning Targets	
Unit Essential Questions: • How do responsible scholars synthesize diverse sources of information to develop a unique, well-reasoned argument that contributes to a larger academic conversation? • In what ways can responsible scholars effectively translate complex written arguments into compelling	**Unit Enduring Understandings:** • Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.

<table>
<tr>
<td>multimedia presentations that engage and inform a non-expert audience?
● How does the process of researching, constructing, and defending an argument deepen a responsible scholar's understanding of complex issues and enhance our critical thinking skills?
● How can responsible scholars balance the use of provided stimulus materials with independent research to create an original perspective on a topic while acknowledging the broader context of existing scholarship?</td>
<td>● Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.
● Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.
● Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.
● How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed and presented differently depending on audience, purpose, and context.</td>
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<tr>
<td colspan="2">Vocabulary:
● Elements of QUEST framework.
● AP Seminar terminology.
● Teacher & student-selected vocabulary for comprehension.
○ Stimulus, thematic connections, research question, well-reasoned argument, situate perspective in larger context, context
● Required: Sadlier's Grammar & Vocabulary Workshop</td>
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<tr>
<td colspan="2">Students will be able to:
● analyze provided stimulus materials to identify thematic connections.
● compose a research question based on their analysis of the stimulus materials.</td>
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- gather additional information through independent research.
- analyze, evaluate, and select relevant evidence to support their argument.
- develop a logical, well-reasoned argument of 2,000 words.
- integrate at least one of the stimulus materials into their written response.
- properly acknowledge, attribute, and cite sources throughout their paper.
- create a bibliography or works cited page.
- submit a log of original sources found and read during the research phase.
- create and present an argument outline to their teacher.
- develop a 6-8 minute multimedia presentation conveying their perspective and conclusions.
- use and attribute evidence to support their claims in both oral and visual formats.
- situate their perspective within a larger context.
- design presentations appropriate for an educated, non-expert audience.
- defend their research process, use of evidence, and conclusions through oral responses.
- respond to two teacher-posed questions in an oral defense.
- adapt their presentation style considering audience, context, and purpose.
- use media effectively to enhance their presentation.
- check their work for plagiarism before final submission.
- participate in individual conversations with the teacher about their research process and sources.

Learning Activities: *Learning Activities* (approx. February - April)

Performance Task #2: Individual Written Argument (IWA) and Individual Multimedia Presentation & Defense (IMP)

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Read, discuss, examine, in whole and small groups, the stimulus material provided by the College board.
- Examine student samples and instructional materials.

- Choose a self-generated research question inspired by the stimulus material.
- Engage in the research process, considering the research question through multiple lenses.
- Collect and evaluate sources to answer the research question.
- Develop an argument based on their research.
- Cite sources appropriately to avoid plagiarism.
- Writing workshop with teacher and peer conferencing.
- Meet various checkpoints for performance standards.
- Write, revise, publish the Individual Written Assessment (IWA).
- Prepare and practice a presentation.
- Give and receive peer feedback.
- Perform the Individual Research Presentation and oral defense.
- Submit all performance task-related materials to The College Board Digital Portfolio by date indicated.

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:

- Performance Task #2 is entirely student choice. Students may base their research on any of the above.

Assessment Evidence
Formative Assessments: • Vocabulary and/or grammar quizzes. • Class assignments. • EOY Course Exam-style assessments.
Summative Assessments: • Reading assessments of stimulus materials.

- Self-Reflection Journal.

Common Benchmark Assessments:

- Midterm, Final
- LinkIt Benchmarks

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials
• The College Board's AP Seminar Cross-Curricular Stimulus Material
• All texts will be sourced, collected, and used at student discretion in support of the IWA and IMP, including a minimum of one student-selected source from the Stimulus Material.
The Bedford Researcher by Mike Palmquist • Revisiting chapters as dictated by student need.
I Say/ They Say • Revisiting chapters as dictated by student need.

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: Preparing for the Exam

Unit Summary: In May, after the completion of Performance Task #1 and #2, students take the AP Seminar Exam, worth 45% of their AP Score. This timed exam comprises four questions. Part A asks students to identify an author's argument, explain an author's line of reasoning, and evaluate the effectiveness of evidence used in the author's argument within a single source in three, short-answer responses. Part B asks students to develop an evidence-based argument essay by synthesizing a minimum of two of four sources provided. In this brief unit, students will receive direct instruction and targeted practice to improve performance on the End-of-Course AP Seminar Exam. By the end of this unit, students will demonstrate acquisition of skills from throughout the year and receive feedback on areas of strength and/or improvement.

Learning Standards

NJSLS:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking 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 word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 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., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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, or its etymology.
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.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
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.

W.IW.9–10.2. 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary 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 information or explanation presented (e.g., articulating implications or the significance of the topic).

College Board Learning Objectives

(Q) 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.
(Q) 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.
(U) 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.
(U) 2.1B: Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.
(U) 2.2A: Explaining and analyzing the logic and line of reasoning of an argument.
(U) 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.
(U) 2.2C: Evaluating the validity of an argument.
(S) 4.1A: Formulating a complex and well-reasoned argument.
Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives (S) 4.2A
Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g.,

primary, secondary, print, nonprint) to develop and support an argument.
(S) 4.2B: Providing insightful and cogent commentary that links evidence with claims.

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).

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***):**

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

Interdisciplinary Connections:

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can we effectively deconstruct an author's argument to understand its core components and evaluate its strength?	• Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.

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- What strategies can we employ to synthesize information from multiple sources to create a cohesive and well-supported argument of our own?
- How does the ability to analyze and construct arguments contribute to our understanding of complex issues and our capacity for critical thinking?
- In what ways can the skills of argument analysis and synthesis be applied beyond academic settings to real-world decision-making and problem-solving?

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- The relevance and credibility of the source of information is determined by the context of its use.
- Authors express their ideas, perspectives and/or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.
- Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.
- Scholarly works convey perspectives and demonstrate effective lines of reasoning that have been selected for the intended audience, purpose, and situation.

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Vocabulary:

- Elements of QUEST framework.
- AP Seminar terminology.
- Teacher & student-selected vocabulary for comprehension.
    - author's argument, main idea, or thesis; author's line of reasoning; claim; evidence; building an argument; effectiveness of evidence; ethos, pathos, logos; rhetoric
- *Required:* Sadlier's *Grammar & Vocabulary Workshop*.

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Students will be able to:

- analyze an argument in a single source or document.
- identify an author's argument, main idea, or thesis.

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- explain an author's line of reasoning by identifying claims and connections between them.
- evaluate the effectiveness of evidence used to support claims in an argument.
- synthesize information from multiple sources.
- create an evidence-based argument.
- identify a common theme or issue across multiple sources.
- recognize different perspectives on a common theme or issue.
- develop their own perspective on a theme or issue.
- write a logically organized, well-reasoned, and well-written argument.
- incorporate at least two provided sources into their argument.
- link claims in their argument to supporting evidence.
- draw upon their own knowledge to support their argument.
- properly refer to provided sources in their response.
- manage time effectively to complete multiple tasks within given time constraints.
- analyze and synthesize information from sources representing a range of disciplines and perspectives.
- respond effectively to both short-answer and essay question formats.
- adapt their analytical and writing skills to address consistent prompts with varying source materials.

Learning Activities: *Potential Learning Activities*

- Reteach previous skills as necessary
- Revisit previous textbook chapters and various resources
- Practice skills related to EOY course exam Part A & Part B
- Examine sample student work
- View instructional material provided by The College Board
- Read and discuss in small and whole group settings
- Peer feedback
- Writing workshop with teacher and peer conferencing

- Complete assessments to demonstrate acquisition of skills

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 will respond to College Board-assigned texts on the End of Course Exam. Students may consider perspectives of diverse individuals through various lenses and/or personal experiences as evidence in Part B of the End of Course Exam.

Assessment Evidence
Formative Assessments: • Vocabulary and/or grammar quizzes. • Class assignments.
Summative Assessments: • End of Year Part A - style exam • End of Year Part B-style exam
Common Benchmark Assessments: • Midterm, Final • LinkIt Benchmarks
Alternative Assessments: • Choice Assignments • Choice Essay Topics • Modified Assignments

Core Instructional & Supplemental Materials

Previous Sources from this year's course.
The College Board provided practice exam sources.
The Bedford Researcher by Mike Palmquist • Revisiting chapters as dictated by student need.
I Say/ They Say • Revisiting chapters as dictated by student need.

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 8

Desired Results
Unit 8 Title: "Whenever You Feel Like Criticizing Someone...": Moral Dilemma in Literature
Unit Summary: Unit 8 takes place after the completion of all required AP Seminar-related tasks. Students will end the year by honing Reading Literature Domain and Writing Narrative Domain -related skills. In a continuation of the thematic units from

earlier in the school year, students will consider instances of “Moral Dilemmas,” or situations in which a difficult choice has to be made between two courses of action, either of which entails transgressing a moral principle. In F. Scott Fitzgerald’s *The Great Gatsby*, readers face a dilemma: embrace Nick Carraway's belief that “reserving judgment is a matter of infinite hope,” or judge the moral ambiguities surrounding wealth, class, relationships, responsibility, and the American Dream. Students will read independently and as a whole-class, engage in discussions and group work, perform in-depth analysis of characters and themes, compare film to text, and demonstrate their skill acquisition through formative and summative assessments as they pursue an answer to a guiding essential question: **“**How do moral dilemmas shape character and drive narrative in literature?**”** By the end of the unit, students will complete one traditional unit exam with text-based multiple choice questions and a narrative short constructed responses or a narrative project-based assessment. Concurrent to reading Scott’s novel, students will participate in vocabulary and/or grammar study using Sadlier’s *Vocabulary & Grammar Workshop* resources.

Learning Standards

NJSLS:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking 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 word choice and sentence structure to demonstrate an understanding of the influence of language.

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

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 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., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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, or its etymology.
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.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

W.NW.9–10.3. 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, 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.
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.RW.9–10.7. 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, and audiences.

Interdisciplinary Connections

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

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

Interdisciplinary Connections:

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression

6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Learning Targets	
Unit Essential Questions: • How do moral dilemmas shape character and drive narrative in literature? • To what extent should we reserve judgment in morally ambiguous situations? • How does the pursuit of the American Dream intersect with personal ethics and societal values? • In what ways do wealth, class, and relationships influence moral decision-making?	**Unit Enduring Understandings:** • Authors often use biographical and historical events as inspiration for stories. Literature often presents complex moral dilemmas that challenge readers to examine their own values and beliefs. • Reserving judgment can lead to a deeper understanding of others, but may also conflict with personal moral standards. • The American Dream, while inspiring, can sometimes lead individuals to compromise their ethics in pursuit of success.

	• Social factors such as wealth, class, and relationships significantly impact moral choices and their consequences in both literature and life.

Vocabulary:

- *Academic terminology:* unreliable narrator, character foil, frame story, symbolism, setting, color imagery, foreshadowing, motif, indirect and direct characterization, metaphor, simile, flashback

- *Teacher-selected, text-based vocabulary study for comprehension.*

- *Required:* Sadlier's *Vocabulary Workshop*

Students will be able to:

- Read grade-level texts with purpose and understanding.
- Cite evidence to support analysis.
- Determine and track the development of themes in a text.
- Analyze characters.
- Analyze text structure.
- Determine an author's cultural lens and purpose for writing.
- Evaluate multiple interpretations of a text in different formats (print/film).
- Analyze the historical, cultural, and background of a text.
- Collaborate with peers to discuss a text and complete higher-order thinking tasks.
- Routinely write in response to text-based questions and prompts.
- Acquire and apply language-based skills such as determining and clarifying unknown words and analyzing connotative meanings.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Confer individually with the teacher.
- Engage in the narrative writing process.
- Compare and contrast film adaptations with print.
- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

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

- Discussion and writing on economic diversity represented in the characters of *The Great Gatsby* pursuant to C.18A:35-4.36a.
- Discussion and writing on equity, inclusion, tolerance, and belonging in connection with gender, including a feminist and gender-theory reading of *The Great Gatsby* pursuant to C.18A:35-4.36a.
- Discussion of religious tolerance and anti-Semitism displayed through the character of Meyer Wolfsheim in *The Great Gatsby* pursuant to C.18A:35-4.36a.

- Discussion and writing on the exclusion and contribution of African Americans to American history and The American Dream, as represented in characters positioned as "the other" in *The Great Gatsby* pursuant to N.J. Stat. § 18A:35-4.43.

Assessment Evidence
Formative Assessments: • Vocabulary and/or grammar quizzes. • Class assignments.
Summative Assessments: • Traditional unit exam with text-based multiple choice questions and a narrative short constructed responses or a narrative project-based assessment
Common Benchmark Assessments: • Midterm, Final • LinkIt Benchmarks
Alternative Assessments: • Choice Assignments • Choice Essay Topics • Modified Assignments

Core Instructional & Supplemental Materials
Required Text: F. Scott Fitzgerald's *The Great Gatsby*
Supplemental Texts: • CommonLit: Any "Book Pairings" for *The Great Gatsby*

- Film: Selected scenes from Baz Luhrmann's *Gatsby* (2013) and Jack Clayton's *The Great Gatsby* (1974)
- Readings about the time period.
- Readings and activities from Harvard's Project Zero & The Good Project - Dilemmas
- Kohlberg's Stages of Moral Development
- Poems & Songs: "Money" by Philip Larkin, "Ain't We Got Fun" by Van & Schenck , "The Charleston," "Young and Beautiful" by Lana Del Rey
- TED Talk: "The Psychology of Your Future Self" by Dan Gilbert
- "The Great Gatsby and the American Dream" by Sarah Churchwell (The Guardian)
- "How 'Gatsby' Went From A Moldering Flop To A Great American Novel" Fresh Air Podcast with Terry Gross & Maureen Corrigan

Vocabulary & Grammar Instruction: Sadlier's *Vocabulary Workshop & Grammar Workshop*

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