

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: American Studies/Honors American Studies

Born On: August, 2024

Previous Revision: August, 2024

Current Revision: August, 2026

Board Approval: 8/24/26

COURSE DESCRIPTION: American Studies/Honors American Studies

American history is more than just names and dates; American literature is more than just a series of stories. American Studies seeks to integrate the two disciplines, bringing historical context to great American literature and infusing the study of American history with the richness and depth of great literature. By breaking down this traditional wall between the two courses, American Studies draws upon the latest in brain-based research; students learn more deeply when concepts are integrated and when they are able to find meaning. Students in this course will also explore the myriad connections to modern times, learning that the story of American history has not ended, but rather is still in progress, and in fact they are among the authors. While this course meets the state requirements for junior English and History CP and Honors levels, it has an entirely different focus. Rather than being linear, American Studies is thematic, teaching American history through literature, pop culture, music, art, and historical documents. Through a variety of web-based resources, as well as multiple software programs, students will construct their own understanding of American history and literature and synthesize that understanding in a variety of alternative technology-centered and problem-based activities and assessments. One of the primary skills that will be taught in this course will be research. Students will work on substantial individual or small group research projects on related topics, giving them further opportunities to develop their writing, analytical, and presentation skills. Perhaps the most unique facet of American Studies is the collaboration between the English and History departments, where members of both departments will work together on a daily basis and “team teach” the subject matter in a challenging and collegial environment. Instead of relying on a traditional textbook, American Studies will expose students to a variety of “voices” often ignored in standard courses through the use of primary source documents. Lastly, students will receive frequent PARCC and SAT/ACT prep and vocabulary instruction through daily activities seamlessly integrated into the historical and literary topics.

Students who qualify and take the course at the honors level will be expected to demonstrate advanced proficiency in specific skills. Honors students will be asked to complete independent and accelerated work and perform additional tasks as determined by a given rubric. Examples of independent or accelerated work may include additional and/or more rigorous reading assignments, additional presentation opportunities, and expectations of scholarly levels of analytical writing. Texts and/or assignments required for honors classes are **noted in bold**.

Amistad/Holocaust/LGBTQ+/Climate Change/AAPI/DEI Connections

Amistad Connection:

In Unit 1, The Emergence of Modern America, students will learn about the discrimination of African Americans in the workplace and in organized labor, as well as their contributions to the Industrial Revolution. They will study the opposing philosophies of Booker T. Washington and W.E.B. DuBois. In Unit 2, World War I,

students will learn about the segregation of the U.S. military and the contributions of black soldiers, despite that segregation. They will learn about the Great Migration, as well. In Unit 3, The Roaring 20s, students will learn about the Harlem Renaissance and the contributions to American culture by African Americans. In Unit 4, The Great Depression, students will learn about the impact of the depression on African Americans, FDR's "black cabinet" and the mass exodus of black voters to the Democratic Party. In Unit 5, World War II, students will learn about the contributions of African American soldiers, their experience, and how it paved the way for the Civil Rights Movement. In Unit 6, the Cold War, students will learn about the effects of anticommunist sentiment on the African American community. In Unit 7, Civil Rights and Social Change, students will learn about the experience of individual African Americans and the community throughout the Civil Rights Movement.

Holocaust Connections:

In Unit 1, The Emergence of Modern America, students will learn about the discrimination Jewish immigrants faced in the United States. In Unit 3, The Roaring 20s, students will learn about the discrimination Jewish Americans faced during the 1920s. In Unit 5, World War II, students will learn about the horrors of the Holocaust and the American response to Jewish refugees citing rising anti-Semitism in the State Department and the ultimate creation of the War Refugees Board.

LGBT/Disabilities:

Curriculum shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place as part of the district's implementation of the New Jersey Student Learning Standards. The contributions of people whom we may now identify as LGBTQ+ and persons with disabilities are integral and central to how we conceptualize our national history. The course will pick up with the reform movements of the 19th century that attempted to continue persecution of people in the lgbtq+ communities. The industrialization of the nation led to movement to cities and different groups began creating their own spaces in these cities. However, the eugenics movement and sterilization produced a model that would limit the lives of LGBTQ+ and persons with disabilities and rendered them medically inferior, legally unequal, morally suspect, socially outcast, with no right to reproduce. There was a new sexual freedom of the 1920s which marked a significant LGBTQ+ nightlife that flourished in American cities. Some highlighted stories in US II could include the activism of Jane Addams and her partner Mary Rozet Smith, Harry Hay and the founding of the Mattachine Society, George Takei and the Internment Camp experience, Marsha P. Johnson and the early Gay Liberation Movement/Stonewall Riots, the political election of Harvey Milk, James Baldwin as an activist and writer, and Billie Jean King as a leader in athletics, among others. The course will document activism within the LGBTQ+ movement citing an end to sodomy laws, the rise and fall of the *Don't Ask Don't Tell* policy in the military, and the ultimate Obergefell v. Hodges Supreme Court decision that legalized gay marriage. Pertaining to connecting the course with peoples of disabilities, USII will cite the contributions of individuals including with learning disabilities like Thomas Edison and Walt Disney, and individuals with physical disabilities like Helen Keller and Franklin Roosevelt. The course will also look at the response to people with disabilities including the eugenics movement (Buck vs. Bell court case) and the American with Disabilities Act (1990).

Climate Change:

The climate change connection in US I1 will explore the environmental impacts of the mechanization of agriculture, the conservation movement, the environmental movement that was catalyzed in the 1970s, and global warming in the 20th century. The course begins through an examination of the degradation of much of the American landscape through aggressive industrial revolution that sought to extract materials at an expedited pace from the land. The course will look at the impact of decades of mechanized agriculture with the advent of the conservation movement in the early 20th century and the environmental impact on land destruction with the 1930s Dust Bowl. New Deal policies learned about will examine the growth of programs like the TVA and the CCC, both which sought to address the American landscape, transform irrigation in flooded areas, and conserve land. In a heightened era of awareness of environmental issues, the course will look at the causes and effects of the creation of such legislation as the Environmental Protection Act and the Endangered Species Act. Finally, in the modern day, students will look at the government's response to global warming and how rising temperatures have altered landscapes, impacted communities, and altered immigration patterns.

Asian Americans & Pacific Islanders:

The AAPI experience in the United States extends into the 20th century. The story of AAPI individuals is interwoven into the broader history of the United States and can be further seen in the story of immigrants to the United States. The immigrant experience of Asian Americans and Pacific Islanders contributed greatly to the diversity of American culture; however, there are many instances of racial discrimination against these people, leading to political and social segregation. The curriculum incorporates laws passed to oppose AAPI people throughout the 20th century, looking at the 1920s quota system, Japanese Internment Camps and a later reversal of immigration restrictions with the Immigration Act of 1965. The Civil Rights unit will look at progressive reform movements that sought to benefit Asian Americans, such as the farm working initiatives of AWOC in California in the 1960s. The curriculum includes the history and contributions of Asian Americans and Pacific Islanders on the state and national levels. AAPI includes individuals who immigrated to the United States and who have impacted the country's politics, demography, economy, and culture. The contributions of people who identify as AAPI are central to how we conceptualize our national history.

Diversity, Equity, and Inclusion (DEI):

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, and/or political perspective. Populations that have been, and remain, underrepresented among practitioners in the field and marginalized in the broader society. For example: Unit I - women and Chinese immigrants, Unit II - black soldiers in America, and Unit IV - Dust Bowl migrants. Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. To that end, this can be achieved through consideration of diverse histories, experiences and perspectives that promote the dignity and respect of all individuals. This can be seen through the lenses of the Amistad Connection, Holocaust Connections, LGBT/Disabilities, and AAPI, as well as other underrepresented groups in our nations history. These resources and experiences are listed throughout this curriculum.

Assessment Evidence — English Language Arts

☐ **Formative (F) and Summative (S) Assessments Indicated Throughout the Units**

Formative assessments in ELA are the frequent, lower-stakes checks that monitor progress during learning — things like reading quizzes, discussion posts, Canvas journals, Padlet postings, group work, Membean/IXL, and Socratic seminars — while summative assessments measure mastery at the end of instruction through unit exams, projects, synthesis writing, and timed writing.

For QSAC compliance, the district shows a coherent system where both types are standards-aligned, rubric- or criteria-based, and consistently documented, with many tasks (like presentations, book talks, and Reader's Responses) serving double duty as both formative checkpoints and summative evidence of standards mastery.

☐ **Benchmark Assessments by grade level are given three times per year, 9-12, and are also used as Screener assessments as needed**

☐ **Alternate Assessment (A)**

An approved oral, visual, written, performance-based, or technology-supported product aligned to the same NJSLS-ELA standards and target skills as the standard assessment. "Alternate" is defined in two complementary ways:

- 1. As accommodation/modification — for students who require accommodated or modified demonstration of mastery per an IEP, 504 plan, or approved general education accommodation, pre-approved by the case manager/department supervisor and documented accordingly.
- 2. As instructional choice/novel format — for any student, as a deliberate option for demonstrating content or skill knowledge through a format other than the traditional written response (e.g., a choice board, project-based option, or student-selected mode of presentation). This use of "alternate" is not tied to a disability designation; it reflects differentiated instruction and multiple means of expression, consistent with UDL (Universal Design for Learning) principles.

Approved Alternate Formats (by mode)

Mode	Example Product	Standards Alignment	Typical Use Case
Oral	Recorded response, oral retelling, Socratic seminar, one-on-one conference assessment	RL/RI.9-12.1–9; SL.9-12.1, 4, 6	Accommodation or choice

Visual	Graphic organizer synthesis, storyboard, annotated infographic, visual argument map	RL/RI.9-12.2, 3, 5; W.9-12.2	Choice/UDL option
Written (modified or novel)	Shortened response with scaffolds (accommodation); OR creative written form such as found poem, letter-in-voice, or blackout poetry response (choice)	W.9-12.1, 2, 3; L.9-12.1, 2	Both
Performance-based	Dramatic scene interpretation, mock trial, debate, podcast/monologue	RL.9-12.3; SL.9-12.1, 3, 4	Choice/UDL option
Technology-supported	Text-to-speech supported response (accommodation); OR student-created video essay, digital slide deck, screencast explanation (choice)	W.9-12.6; 9.4.12.TL (CLKS crosswalk)	Both

<u>READING</u>	<u>WRITING</u>	<u>SPEAKING & LISTENING</u>	<u>GRAMMAR</u>
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WRITING UNITS

Writing Unit 1: Argumentative Writing

Unit Description/Overview

In this unit, students examine how people construct arguments by first performing SOAPS analyses of articles or speeches. Then, students analyze multiple perspectives in arguments by finding claims and subclaims an author makes. Students also determine the assumptions the writer makes when creating the argument and identifies the implications of the writer's argument. The unit concludes with students composing rhetorical analysis papers where they select an article, explain how the writer makes an argument in it, and share their own opinions about the article's topic.

Approximate time frame: 3-4 weeks	
Essential Questions	• How does an author's use of voice and tone impact the meaning and effectiveness of their argument? • How should an author/speaker consider the audience and occasion when crafting an argument? • How should subject and purpose inform an author's choices? • How do an author's diction, syntax, and punctuation impact the persuasiveness of their argument? • How can visual texts establish arguments as effectively as written ones? • How do rhetorical appeals affect an audience's receptivity to a text?
Student Learning Objectives	• Identify tone, subject, occasion, audience, purpose, and subject • Identify claims and subclaims • Understand tone and rhetorical appeals and their impact upon the audience's receptivity to the argument • Recognize how visual texts construct arguments • Identify the argument and the assumptions an author makes when making it • Recognize the implications of a writer's line of reasoning
Standards	W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

	D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Formative and Summative Assessments	<u>Formative:</u> • SOAPS analyses of argumentative texts • Multiple Perspective Assignment ○ Students select an argumentative text. ○ Then, they summarize it; find 2 different claims, assumptions, or implications; and respond to the argument. <u>Summative:</u> • Rhetorical Analysis Paper ○ Students select an argumentative text that interests them. ○ In the 1st half of the paper, students explain how the writer made their argument. ○ In the 2nd half of the paper, students respond to the argument and share their opinions. ○ 500-750 words/2-3 pages. ○ MLA formatting, in-text citations, and Works Cited.

Required/ Suggested Resources	Argumentative Texts: • Mark Bauerlein <i>Too Dumb for Complex Texts?</i> • Jon Ronson <i>How One Stupid Tweet Blew Up Justine Sacco's Life</i> • Frederick Douglass <i>What To the Slave Is the Fourth of July?</i> • Lou Gehrig <i>Farewell Speech</i> • Mina Shahinfar <i>For Teenager, Hijab a Sign of Freedom, Not Stricture</i> • Frida Kahlo <i>Self-Portrait on the Borderline between Mexico and the United States</i> (painting)
Interdisciplinary Connections	RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 6.1.12.HistoryCA.14.c Determine the influence of multicultural beliefs, products—including art, food, music, and literature—and practices in shaping contemporary American culture.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	• Teacher modeling of	• Provide opportunities for	• Provide opportunities for project based learning	Using images and other visual aids to support understanding of

	skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	• Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Writing Unit 2: Synthesis Essay Writing**Unit Description/Overview**

In this unit, students read a variety of short texts — articles, graphics, images, and excerpts of longer works — and interpret exactly what these texts are saying/arguing. Students then learn how to respond to the texts' arguments/messaging and construct individual and informed opinions about them. As the unit progresses, students learn how to put these sources into conversation as they construct their own arguments. The unit concludes with the students composing a synthesis essay that possesses a clear and qualified central claim and that puts at least three sources into conversation as each student makes an individualized argument.

Approximate time frame: 4 weeks

Essential Questions	● Why is informed discourse important? ● How do others' arguments about a topic influence our own? ● How do we determine our own unique stance when encountering an argument? ● How do we create qualified central claims? ● How can we put sources in conversation with one another?
Student Learning Objectives	● Students will accurately interpret what texts are arguing/communicating ● Students will determine their individual responses and stances towards a text's argument ● Students will construct clear and complex central claims ● Students will put sources into conversation, identifying how evidence from these texts can fit into patterns of organization that will advance their central claims
Standards	W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

	A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Formative and Summative Assessments	<u>Formative:</u> ● Practice AP Synthesis Essay: Best Preparation for a Future after High School ○ p.232 in <i>Ideas in Argument: Building Skills and Understanding</i> ● Practice AP Synthesis Essay: College Education & Employment

	○ p.785 in <i>Ideas in Argument: Building Skills and Understanding</i> <u>Summative:</u> ● Synthesis Essay ○ 1,000-1,250 words/4-5 pages ○ Each body paragraph must have a minimum of two different sources ○ Minimum of three sources ○ MLA format, in-text citations, and Works Cited ○ <i>Suggested Topics:</i> ■ Topics/themes present in literature (either course-selected or Independent Reading) ■ Topics/themes present in other course material (i.e. documentaries, readings, etc.) ■ Topics of student interest (i.e. local issues, current events, art and culture, etc.)
Required/ Suggested Resources	Excerpts from <i>They Say, I Say</i> 4th Edition by Gerald Graff and Cathy Birkenstein ● "Introduction" <i>Entering the Conversation</i> ● Part One "They Say" ○ "They Say" <i>Starting with What Others are Saying</i> ○ "Her Point Is" <i>The Art of Summarizing</i> ○ "As He Himself Puts It" <i>The Art of Quoting</i> ● Part Two "I Say" ○ "Yes/No/Okay, But" <i>Three Ways to Respond</i> ○ "And Yet" <i>Distinguishing What You Say from What They Say</i> ○ "Skeptics May Object" <i>Planting a Naysayer in Your Text</i> ○ "So What? Who Cares?" <i>Saying Why it Matters</i> ● Part Three "Tying It All Together" ○ "As a Result" <i>Connecting the Parts</i> ○ "You Mean I Can Just Say it That Way?" <i>Academic Writing Doesn't Mean Setting Your Own Voice Aside</i> ○ "But Don't Get Me Wrong" <i>The Art of Metacommentary</i> ○ "He Says-Contends" <i>Using the Templates to Revise</i> <u>How to Put Sources in Conversation with One Another</u> ● <i>The Bedford Reader</i>

	- Unit 9 from <i>Ideas in Argument</i> p.785-802 - Analyzing Quantitative Data p.786 - Planning a Synthesis Argument: Choosing Relevant Evidence p.788 - Verbs for Introducing Evidence from Sources p.789 - Ways to Join the Conversation through Corroboration, Refutation, Rebuttal, and Concession p.791 - Practice AP Synthesis Essay Prompt & Sources p.792-802 - Chapter 6: Details: Showing and Telling in Nonfiction from <i>Story Matters</i> by Liz Prather
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Interdisciplinary Connections	HS-PS4-3, HS-PS4-4 (evaluate claims/evidence/reasoning; evaluate validity/reliability of <i>published materials</i>) HS-ETS1-1 (analyze a major global challenge — qualitative/quantitative criteria)  HS-ETS1-3 (evaluate solution based on prioritized criteria/trade-offs, incl. social/cultural impacts) 
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Provide copy of class notes	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content

	and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		• Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Writing Unit 3: Digital Writing and Research Skills

Unit Description/Overview

In this unit, students will learn to understand and then produce 'stories' that data reveal to us.

Approximate time frame: 3-4 weeks

Essential Questions	• How does data shape the narrative surrounding a topic? • How can we construct a story using research? • What is “expertise”? What does it mean to be an “expert”?
Student Learning Objectives	• Find commonalities when conducting research and relate sources to one another • Create multimodal that explain how research and data can tell a story • Cite research sources using MLA or APA formatting
Standards	W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

	W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Formative and Summative Assessments	<u>Formative:</u> ● TikTok story time→ create your own TikTok (video) 1 minute ○ SOAPS Chart for planning ○ Topic: What are you an expert in? ■ NOT personal about yourself ■ Need to research ● # of sources—min. 3 ○ Hierarchy of evidence ○ Main Idea: topic + <i>so what?</i> ○ Purpose: Informative with narrative opening <u>Summative:</u> ● Storified Data Analysis ○ Students will conduct research about a topic that interests them. ○ Then, students will create 3-5 minute videos that explain the story that the research tells about their selected topic. ○ Students will include text in their videos, including citations of their sources
Required/ Suggested Resources	Required ● Our World in Data ● FiveThirtyEight ● The Upshot Suggested ● Excerpts from Christie Aschwanden <i>Good to Go: What the Athlete in All of Us Can Learn from the Strange Science of Recovery</i> ● Teaching Research Skills in Today's Digital Environment

Interdisciplinary Connections	HS-PS4-3, HS-PS4-4 (evaluate claims/evidence/reasoning; evaluate validity/reliability of <i>published materials</i>) HS-ESS3-2 (evaluate competing design solutions — costs/risks/benefits) 
Career Readiness, Life Literacies, and Key Skills	9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data. 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating

	work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		• Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Writing Unit 4: Narrative Writing

Unit Description/Overview

In this unit, students are introduced to the Common Application essay topics. They select one topic and perform the writing process: prewriting, drafting, revising, and editing. Students confer with their instructors and conduct peer review with their classmates if they choose.

Approximate time frame: 4 weeks

Essential Questions	• Why is it important to consider your audience when drafting a piece of writing? • How might the audience shape the content/topic choices of the writer? • How can a writer create voice through figurative language and other stylistic techniques? • How can personal narrative help writers to recognize the development of their identities?
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Student Learning Objectives	● Read, analyze, and critique mentor text reading ● Write in response to a variety of personal narrative prompts ● Reflect on writing and choose one topic to take forward in the writing process ● Develop a complete personal narrative essay ● Refine the “voice” in their writing through punctuation, diction, syntax, and figurative language
Standards	W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Formative and Summative Assessments	<u>Formative: ONE FULL WEEK</u> ● Reflective brainstorming activities, including topic-based conversations and informal writing, both free writes and prompt based ● Reading and critiquing mentor texts ● Triptych (3 columns) ○ Students select an event, place, or object that is important to them ○ Students write about the impact one of these things has had upon their past, present, and/or future <u>Summative:</u> ● Writing process for personal narrative essay ● Complete draft of personal narrative essay
Required/ Suggested Resources	Required Resources: ● Common App essay topics Suggested Resources: ○ Essays That Worked from Johns Hopkins University ○ "Have You Ever Felt Pressure to 'Sell Your Pain'?" Student Opinion from The New York Times Learning Network ○ "Once Upon a Falling October" Ingrid Marie Geerken p.732 of <i>Ideas in Argument: Building Skills and Understanding</i> ○ <i>Story Matters</i> by Liz Prather ■ Chapter 2: Ideas ● Exercises for Finding Narrative Connection: Your Life at a Glance, 24-Hour Log Template, etc. <u>Stories from <i>The Moth</i></u> ● "Pastels and Crayons" ● "Walking Together" ● "White Coats and Red Wigs" ● "The Bad Haircut" ● "Victorious" ● "The Secret Letter"

Interdisciplinary Connections	VPA1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. VPA1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Career Readiness, Life Literacies, and Key Skills	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.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

READING/CONTENT UNITS

READING/CONTENT UNITS

Unit III - The American Dream: Industrialization/Urbanization/Progressive Movement (1880 – 1910s)

Skills: Compare/contrast findings presented in the text; integrate technology into the curriculum

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 2 weeks Content Statement: Explore the creation and development of the American Dream.	Key learning items/concepts: Evaluate <i>The Jungle</i> in terms of certain literary elements, including setting,	- Reading assigned texts including both fiction and non-fiction - Student-centered problem-based research oriented activities	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5.	Muckraker Impact Research based project – Students will explore the impact of <i>The Jungle</i> and other	Selection of primary sources <i>Suggestion(s):</i> Horatio Alger’s “Ragged Dick”

Essential Question: • How was the immigrant experience influenced by the American Dream? • How did the US government respond to the social issues during the immigration period? • How did the rise of pop culture in the forms of sports, entertainment, and amusement parks impact American society? • How has the American Dream evolved from this initial era?	speaking voice, plot, character, symbols, and theme. • Relate themes from the literature to trends of Industrialization, Urbanization, and Progressivism through writing and class discussion. • Develop sensitivity to the troubles and challenges immigrant workers faced. • Become proficient in a variety of computer-based writing and research activities exploring the impact of muckrakers on government and society. • Distinguish fact from opinion through the analysis of historical political cartoons. • Display the ability to read and critically evaluate sophisticated material, including fiction and nonfiction. • Analyze audio and visual components	• Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools • Large and small group discussions led by both teacher and student leaders • Listening to recordings of popular music of the time period, speeches, and literary readings • Viewing historical film footage as well as movies focusing on the time period • Analyzing art, fashion, and other forms of popular culture of the time period • Reading aloud selected texts • Answering, through writing and discussion, selected questions and activities focusing on the themes and time period • Completing assigned vocabulary activities • Presenting oral presentations through multimedia approaches • Jigsaw and other cooperative learning activities	RL.MF.11–12.6. RI.MF.11–12.6. 6.1.12.CivicsDP.5 6.1.12.CivicsDP.5.a 6.1.12.EconEM.5.a 6.1.12.GeoHE.5.a 6.1.12.GeoPP.5.a 6.1.12.EconEM.5.a 6.1.12.HistoryNM.5.a 6.1.12.HistoryNM.5.b 6.1.12.HistoryCC.5.a 6.1.12.HistoryUP.5.a 6.1.12.HistoryCA.5.a 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a 6.1.12.GeoGM.6.a 6.1.12.EconEM.6.a 6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.6.d 6.1.12.HistoryCA.6.a 6.1.12.HistorySE.14.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1: ELA RH.11-12.7, RH.11-12.1 , RH.11-12.6, WHST.11-12.4	muckraking journalists on government and society. • Tests and quizzes S • Oral presentations S • Class participation F • Homework D • Writing assignments F • Group activities F	• Carl Sandburg: “Chicago,” “Halsted St.,” “Cool Tombs,” “Happiness.” • Immigration Literature/Poetry • Jane Addams primary sources • <i>The Jungle</i> by Upton Sinclair • Minority stories – Asian Railroad Workers, etc. • Triangle Shirtwaist Factory Fire Reports • Rise of Popular Urban Culture – <i>Amusing the Millions</i> (excerpts) • Political Cartoons • *Contemporary Connection: Compare early Immigration conditions/issues with current Immigration conditions/issues • *Music/Pop Culture/Art of the time period
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	relevant to Industrialization, Urbanization, and Progressivism. • Compare and contrast the current immigrant issues and struggles to those of the late 1800s and early 1900s. • Understand how capitalism and corporations reshaped the American way of life. • Evaluate how the government responded to the rise of corporations. • Investigate the impact of technology and new forms of organizations on the country. • Explore how Industrialization and Urbanization impacted minorities, women, and children. • Understand the impact of "political machines" in the cities.	Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments ELL: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Gifted and Talented: Vary level of reading and primary source documents	Interdisciplinary: Language Arts: (1) Write a 2-page argument regarding the legacy of the Captains of Industry/Robber Barons. (2) Deliver a presentation about the Progressive Era. Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century.		
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	- Understand the motives and methods of Progressive reformers. - Examine the rise of popular culture in the forms of sports, entertainment, and amusement parks.				
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Unit IV - The Assertion of American Power (1890 – 1910s)**Skills: Compare point of view of two or more authors; identify and support primary sources**

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 1 week Content Statement: Discovering the creation of American diplomacy. Essential Question: How did the new American imperialism manifest itself in the	Key learning items/concepts: - Understand the stylistic techniques and approaches used in Yellow Journalism. - Examine Mark Twain's criticism of imperialism within the United States. - Understand the influence of Christianity on American foreign policy and	- Reading assigned texts including both fiction and non-fiction - Student-centered problem-based research oriented activities - Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools - Large and small group discussions led by both teacher and student leaders	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. WHST. 9-10.1 WHST. 9-10.1a WHST. 9.10.1b WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.4 WHST. 11-12-1	- Yellow Journalist Role Play - Using Pages, write newspaper articles in the style of Yellow Journalism. Find modern examples of Yellow Journalism - Tests and quizzes S - Oral presentations S - Class participation F	Selection of primary sources <i>Suggestion(s):</i> T. Roosevelt – <i>The Roughriders</i> (excerpts) <i>Our Country</i> by Josiah Strong (excerpts) - Yellow Journalism – Pulitzer and Hearst - Critics of American Imperialism – Twain and Addams - Political Cartoons

late 19th and early 20th centuries? How are the following people and references significant to the new American imperialism: yellow journalism, the U.S.S. Maine, the Treaty of Paris, the Open Door policy, the Panama Canal, the Roosevelt Corollary, Matthew C. Perry, "missionary diplomacy"?	viewpoints of foreign citizens. - Understand the "larger than life" characteristics of Theodore Roosevelt. - Understand the new American imperialism and how it manifested itself in the late 19th and early 20th centuries. - Explain how the following people and references are significant: yellow journalism, the U.S.S. Maine, the Treaty of Paris, the Open Door policy, the Panama Canal, the Roosevelt Corollary, Matthew C. Perry, "missionary diplomacy." - Relate and rationalize the theories for territorial expansion. - Discuss the causes/effects of the Spanish-American War. - Discuss the causes/effects of the United States'	- Listening to recordings of popular music of the time period, speeches, and literary readings - Viewing historical film footage as well as movies focusing on the time period - Analyzing art, fashion, and other forms of popular culture of the time period - Reading aloud selected texts - Answering, through writing and discussion, selected questions and activities focusing on the themes and time period - Completing assigned vocabulary activities - Presenting oral presentations through multimedia approaches - Jigsaw and other cooperative learning activities Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents.	WHST.11.12.1d WHST.11.12.1e WHST.11.12.6 WHST.11.12.8 6.1.12.CivicsDP.7.a 6.1.12.EconNM.7.a 6.1.12.HistoryCC.7.a 6.1.12.HistoryCA.7.a 6.1.12.HistoryCA.7.b 6.1.12.HistoryCA.7.c 6.1.12.HistoryUP.7.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: ELA RH.11-12.8, RH.11-12.9, WHST.11-12.4 Interdisciplinary: Language Arts: Write a 5-paragraph informative essay regarding the reasons for America's entry into World War I. Math: Analyze the economic impact of World War I.	- Homework F - Writing assignments F - Group activities S - Student based projects S	*Contemporary Connection: Iraq War *Music/Pop Culture/Art of the time period
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	involvement with Spain, Hawaii, and American Samoa. Label selected sites associated with overseas expansion.	Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments ELL: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Gifted and Talented: Vary level of reading and primary source documents			
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Unit V - Intervention and Isolation (1910s – 1929)

Skills: Create an argumentative claim; produce clear and coherent writing; use domain specific vocabulary in reading and writing

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials

Time: 5 to 6 weeks Content Statement: Analyze the moral and ethical conflicts which individuals faced during WWI and the 1920s. Essential Question: - How and why do the forces of intolerance, nativism, racism, and religious fundamentalism emerge after WWI? - What moral and ethical conflicts did individuals face during WWI and in the 1920s? - What long term and immediate effects did the country face during WWI?	Key learning items/concepts: - Discuss the causes/effects of the United States' participation in World War I. - Describe the role of the U.S. during World War I prior to its involvement. - Articulate the issues surrounding U.S. involvement in World War I. - Understand the long-term and immediate causes of World War I and of the United States' entering the war in 1917. - Examine how American society changed as a result of World War I. - Understand how Wilson's support for the League of Nations impeded the Senate's support of the Treaty of Versailles. - Understand the impact of WWI on various authors and	- Reading assigned texts including both fiction and non-fiction - Student-centered problem-based research oriented activities - Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools - Large and small group discussions led by both teacher and student leaders - Listening to recordings of popular music of the time period, speeches, and literary readings - Viewing historical film footage as well as movies focusing on the time period - Analyzing art, fashion, and other forms of popular culture of the time period - Reading aloud selected texts - Answering, through writing and discussion, selected questions and activities focusing on the themes and time period - Completing assigned vocabulary activities	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. WHST. 9-10.1 WHST. 9-10.1a WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.4 WHST. 11-12-1 WHST.11.12.1d WHST.11.12.1e WHST.11.12.8 WHST.11.12.2e 6.1.12.CivicsHR.8.a 6.1.12.GeoHE.8.a 6.1.12.EconET.8.a 6.1.12.EconNM.8.a 6.1.12.HistoryCC.8.a 6.1.12.History CC.8.b 6.1.12.HistoryCC.8.c 6.1.12.HistorySE.14.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: ELA RH.11-12.1, RH.11-12.2, RH.11-12.3 ,	- Gatsby and the American Dream paper – Connection between Gatsby and the American Dream - Tests and quizzes S - Oral presentations S - Class participation F - Homework F - Writing assignments S - Group activities F - Student based projects S	Selection of primary sources <i>Suggestion(s):</i> - Hemingway – WWI (excerpts and short stories) <i>All Quiet on the Western Front</i> by Erich Maria Remarque (excerpts) - Wilfred Owen and other assorted WWI Poets - WWI Propaganda images, <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>The Bread Givers</i> (excerpts) by Anzia Yeziarska - Willa Cather/Stanton – Women's Suffrage (<i>Iron Jawed Angels</i> – view film) - Harlem Renaissance/Jazz Movement - Ken Burn's <i>Jazz</i> Documentary - Political Cartoons *Contemporary Connection: Nativism/Anti-radical sentiment/Consumerism/ Materialism/Celebrity Culture (Access
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	the influence within their writings. - Understand how and why the forces of intolerance, nativism, racism, and religious fundamentalism emerged after WWI. - Gain insights to the moral and ethical conflicts which individuals must faced in the 1920s through the study of <i>The Great Gatsby</i> and <i>The Bread Giver</i>. - Examine the change in the status and qualities of the tragic hero and protagonist within <i>The Great Gatsby</i>. - Explore the connections between Jay Gatsby and the American Dream. - Compare and contrast the lifestyles and moral decisions between the protagonists in <i>The Great Gatsby</i> and <i>The Bread Giver</i>. - Understand the historical forces which influenced	- Presenting oral presentations through multimedia approaches - Jigsaw and other cooperative learning activities Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments ELL: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments	RH.11-12.6, RH.11-12.8 WHST.11-12.2 a-e, WHST.11-12.9 Interdisciplinary: Language Arts: Write a one-paragraph response regarding America's attempt at isolationism in the 1920s.	<i>Hollywood</i> segment)/Scope's Trial and Fundamentalism (evolution in textbooks currently) *Music/Pop Culture/Art of the time period
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	the foundation of the Harlem Renaissance, as well as the themes and literary styles of the poetry, music, art, and literature. Explore the emergence of jazz music as a form of music and cultural touchstone.	Gifted and Talented: Vary level of reading and primary source documents			
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Unit VI - The American Dream: Lost and Found (1929 – 1939)

Skills: Gather relevant information from multiple sources for research; integrate technology into curriculum; presentation and public speaking

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 4 weeks Content Statement: Examine the impact of the Great Depression on individuals within society. Essential Question:	Key learning items/concepts: Students will be able to: - Examine the impact of the Great Depression on individuals within society. - Explore the struggles of minorities during the Great Depression.	- Reading assigned texts including both fiction and non-fiction - Student-centered problem-based research oriented activities - Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools - Large and small group discussions led by both	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. WHST. 9-10.1 WHST. 9-10.1a WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.4 WHST. 11-12-1	- Research New Deal program that is still in existence today - Analyze FDR's Fireside Chats and create your own for modern day - Tests and quizzes S - Oral presentations S - Class participation F	Selection of primary sources <i>Suggestion(s):</i> - Steinbeck – (excerpts from <i>The Grapes of Wrath</i>) - Richard Wright – <i>Native Son</i> (excerpts) <i>All the King's Men</i> by Robert Penn Warren - Great Depression/New

• How did the Great Depression impact individuals within society? • How did pop culture offer the idea of escapism from the drudgery of everyday life? • How did FDR's policies shape the recovery during the depression?	• Understand how John Steinbeck became a leading figure in exposing the daily issues of ordinary citizens. • Understand Steinbeck's use of language, symbolism, and dialect to capture individuals during the Great Depression. • Explain how popular culture offered "escapism" from the drudgery of daily life. • Understand the economic weaknesses in America and how Black Tuesday happened. • Explain how Herbert Hoover and Franklin Roosevelt responded differently to the challenges presented in their presidencies. • Explain what the New Deal was and identify the various programs designed to help the people	teacher and student leaders • Listening to recordings of popular music of the time period, speeches, and literary readings • Viewing historical film footage as well as movies focusing on the time period • Analyzing art, fashion, and other forms of popular culture of the time period • Reading aloud selected texts • Answering, through writing and discussion, selected questions and activities focusing on the themes and time period • Completing assigned vocabulary activities • Presenting oral presentations through multimedia approaches • Jigsaw and other cooperative learning activities Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation	WHST.11.12.1d WHST.11.12.1e WHST.11.12.8 WHST.11.12.2e WHST.11.12.4 6.1.12.GeoHE.9.a 6.1.12.EconNE.9.a 6.1.12.EconNE.9.b 6.1.12.EconNE.9.c 6.1.12.EconNE.9.d 6.1.12.A.9.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryUP.9.a 6.1.12.HistorySE.14.a 6.1.12.CivicsPR.10.a 6.1.12.CivicsPR.10.b 6.1.12.GeoHE.10.a 6.1.12.EconEM.10.a 6.1.12.EconoNM.10.a 6.1.12.EconoNM.10.b 6.1.12.HistoryCA.9.a 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.HistoryCA.10.c 6.1.12.HistoryUP.9.a 6.1.12.HistoryUP.9.a 6.1.12.HistorySE.14.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: ELA	• Homework • Writing assignments F • Group activities F • Student based projects S	Deal primary sources • Radio Shows: <i>The Shadow</i>, <i>War of the Worlds</i> • View modern films such as <i>Seabiscuit</i> and <i>Cradle Will Rock</i>, as well as other period films of the 30s • Political Cartoons • *Contemporary Connection: Modern dismantling of the New Deal • *Music/Pop Culture/Art of the time period
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	and reform the economy. • Debate whether or not FDR and the New Deal saved capitalism. • Describe what happened to the people in the Dust Bowl. • Evaluate the long term impact of Franklin Delano Roosevelt on the nature of government. • Examine the significance of the following people and terms: Prohibition and bootlegging, the Jazz Age, flappers, Charles Lindbergh, "buying on margin," Hoovervilles, radio, "Okies," Eleanor Roosevelt, unions, the "alphabet soup" programs.	Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments ELL: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents	RH.11-12.1, RH.11-12.3, RH.11-12.6, WHST.11-12.2 a-e WHST.11-12.8, WHST.11-12.9 Interdisciplinary: Language Arts: Write a 2-3 page essay regarding the causes of the Great Depression. Math: Analyze the economic impact of the stock market crash and the ensuing Great Depression.		
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Unit VII - War and Sacrifice (1939 – 1945)

Skills: Develop organizational skills in writing through revision; gather relevant information from multiple sources for research

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 6 to 7 weeks Content Statement: Exploring the government structures leading up to and during WWII. Essential Question: - How did the world economic conditions influence the rise of fascist dictators? - Why did the US remain neutral while fascism grew? - How did America successfully manage multiple theaters spanning the globe during WWII? - What moral and social issues surrounding the decision to drop the atomic bomb?	Key learning items/concepts: Students will be able to: - Evaluate world economic conditions as an explanation for why fascist dictators rose to power in Europe. - Discuss the American rationale for attempting to remain neutral as fascism grew. - Assess the weaknesses of the European democracies in the face of the fascist onslaught. - Describe the important battles of World War II. - Decipher Ambrose's literary and research techniques.	- Reading assigned texts including both fiction and non-fiction - Student-centered problem-based research oriented activities - Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools - Large and small group discussions led by both teacher and student leaders - Listening to recordings of popular music of the time period, speeches, and literary readings - Viewing historical film footage as well as movies focusing on the time period - Analyzing art, fashion, and other forms of popular culture of the time period - Reading aloud selected texts - Answering, through writing and discussion, selected questions and	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. WHST. 9-10.1 WHST. 9-10.1a WHST. 9-10.1b WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.4 WHST. 9-10.2b WHST. 11-12-1 WHST.11.12.1d WHST.11.12.1e WHST.11.12.8 WHST.11.12.2e WHST.11.12.4 WHST.11.12.9 6.1.12.CivicsDP.11.a 6.1.12.CivicsHR.11.a 6.1.12.CivicsHR.11.b 6.1.12.EconET.11.a 6.1.12.EconNM.11.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryCC.11.a 6.1.12.HistoryCA.11.a	- Using Pages, create your own journalist account of a WWII Battle for a newspaper article - A diary of life on the homefront - Research America's involvement in the Holocaust - Tests and quizzes S - Oral presentations S - Class participation F - Homework - Writing assignments S - Group activities F - Student based projects S	Selection of primary sources <i>Suggestion(s):</i> <i>Band of Brothers</i> by Stephen Ambrose (excerpts) – view episodes of series - WWII Propaganda - Women's war time effort in the US - View attack scene in <i>Pearl Harbor</i> - View <i>Tuskegee Airmen</i> – Literature about T Airmen - Field trip to FDR National Historical Site in H Park, NY - Japanese Interment Camps – excerpts from <i>Falling on Cedars</i> by Dave Guterson <i>The Plot Against America</i> by Phillip Roth <i>Hiroshima</i> by John Hershey (excerpts) <i>The Greatest Generation</i> by Tom Brokaw (e <i>The Holocaust: Deceit and Indifference</i> (PBS documentary) - Political Cartoons *Contemporary Connection: Compare WW soldier's story with Iraq soldier's story *Music/Pop Culture/Art of the time period

How did the American perspective of the Holocaust from the standpoints of individuals, organizations, and government players influence US Foreign Policy post WWII?	- Evaluate the effectiveness and techniques of wartime propaganda. - Assess the contributions of many diverse groups of Americans through the study of literature and primary documents. - Describe the personal leadership abilities and important decisions made in wartime by President Roosevelt. - Discuss the justification of dropping the atomic bomb. - Evaluate the various war conferences (Tehran, Yalta, Potsdam) and how the foundations of	activities focusing on the themes and time period - Completing assigned vocabulary activities - Presenting oral presentations through multimedia approaches - Jigsaw and other cooperative learning activities Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments ELL: Use simplified text and summaries of content.	6.1.12.HistoryCA.11.b 6.1.12.History CC.11.b 6.1.12.HistoryCC.11.c 6.1.12.HistoryCC.11.d 6.1.12.HistoryUP.9.a 6.1.12.HistoryUP.11.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: ELA RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.8, WHST.11-12.1 a-e, WHST.11-12.4,WHST.11-12.7, WHST.11-12.9 Interdisciplinary: Language Arts: Write a one-paragraph response regarding the US response regarding human rights. Math: Analyze the economic impact of World War II.		
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	the post-war world were built. Discuss the American perspective on the Holocaust, from the standpoints of individuals, organizations, and government players.	Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments. Gifted and Talented: Vary level of reading and primary source document			
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Unit VIII - Cold War, Conflict, and Conformity (1946 – 1969)

Skills: Compare/contrast findings presented in multiple texts; develop organizational skills in writing through revision

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 5 weeks Content Statement: Examining the fear of communism and the desire for conformity on American everyday life.	Key learning items/concepts: Students will be able to: - Evaluate U.S. foreign policy during the Cold War (1945-1960). - Compare President Truman and Eisenhower's responses to communism.	- Reading assigned texts including both fiction and non-fiction - Student-centered problem-based research oriented activities - Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. RL.CR.11–12.1. RL.CI.11–12.2. RL.IT.11–12.3.	- Research “Blacklists” and their impact on personal and professional lives. - Research Arthur Miller’s background and create an essay discussing his struggles during McCarthyism.	Selection of primary sources <i>Suggestion(s):</i> - Red Scare primary sources <i>The Crucible</i> by Arthur Miller (review Puritanism and the Salem Witch Hunt) - PBS documentary: <i>American</i>

Essential Question: - How did President Truman and Eisenhower's response to communism differ? - How did the fear of communism create the paranoia of the time period? - How did Arthur Miller's playwriting draw parallels with current political climates?	- Describe how the fear of communism impacted American culture and domestic affairs during the early post-war period. - Describe how the pressure to conform led to dynamic dissident literary, musical, and artistic cultures. - Discuss economic, political, and social issues that arose as a result of the search for post World War II stability. - Describe the function of the narrative voice in drama and relate to other literary forms. - Analyze Arthur Miller's use of his plays to critique current political developments. - Examine Miller's use of literary techniques such as symbolism and realism. - Study dialogue as the principal means of conveying	- Large and small group discussions led by both teacher and student leaders - Listening to recordings of popular music of the time period, speeches, and literary readings - Viewing historical film footage as well as movies focusing on the time period - Analyzing art, fashion, and other forms of popular culture of the time period - Reading aloud selected texts - Answering, through writing and discussion, selected questions and activities focusing on the themes and time period - Completing assigned vocabulary activities - Presenting oral presentations through multimedia approaches - Jigsaw and other cooperative learning activities Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation	RL.TS.11–12.4. RL.PP.11–12.5. RL.MF.11–12.6. RL.CT.11–12.8. WHST. 9–10.1 WHST. 9–10.1a WHST. 9–10.1b WHST. 9.10.7 WHST. 9.10.1c WHST. 9–10.4 WHST. 9–10.2b WHST. 11–12-1 WHST.11.12.1d WHST.11.12.1e WHST.11.12.8 WHST.11.12.2e WHST.11.12.4 WHST.11.12.9 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.c 6.1.12.HistoryCC.12.e 6.1.12.HistoryCC.12.e 6.1.12.EconNE.12.a 6.1.12.EconNE.12.a 6.1.12.EconEM.12.a 6.1.12.HistorySE.12.a 6.1.12.HistorySE.12.b 6.1.12.HistorySE.14.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1	- Tests and quizzes S - Oral presentations S - Class participation F - Homework F - Writing assignments F - Group activities F - Student based projects S	<i>Masters-Arthur Miller</i> - McCarthyism testimonials and other primary sources <i>View Good Night and Good Luck</i> (excerpts) - Korean War primary accounts and film footage - Atomic Bomb Films – <i>Duck and Cover</i> and other civil defense films - Examples of TV, film, and popular culture: <i>I Love Lucy, Leave it to Beaver, Ozzie and Harriet, Rebel Without A Cause, etc.</i> - Initial Backlash to Conformity: Jack Kerouac and other Beat Generation writers. - Political Cartoons *Contemporary Connection: Threat of the enemy within – wire tapping, financial records, Patriot Act *Music/Pop Culture/Art: rock n' roll, modernist art.
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	thought and emotion to the audience. - Examine the change in the status and qualities of the tragic hero/protagonist in the move into modern society. - Develop sensitivity to the troubles and challenges of characters who must struggle with the values of society.	Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments ELL: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments. Gifted and Talented: Vary level of reading and primary source document	ELA RH.11-12.6, RH.11-12.7, RH.11-12.9, WHST.11-12.1 a-e, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9 Interdisciplinary: Language Arts: Write an explanatory text that compares American public support of the government and military during the Vietnam War with previous conflicts such as WWII or modern day conflicts Math: Analyze the budget before and after the passage of NSC-68.		
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Unit IX - The Second American Revolution (1950s – 1970s)**Skills: Produce clear and coherent writing; compare point of view of two or more authors**

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
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Time: 6 to 7 weeks Content Statement: Understanding how earlier movements in American history supplied the intellectual foundation for the social awareness and injustice in America. Essential Question: - How did the earlier movements in American history shape the call of equality and justice within American culture? - What are the correlations between the examples of social injustice and inequality? - How are race relations today reflective of the changes that occurred during this era?	Key learning items/concepts: Students will be able to: - Understand how earlier movements in American history supplied the intellectual foundation for the “Second American Revolution” of the 50s-70s. - Understand the countless examples for the need for social awareness and justice throughout history. - Understand correlations between the examples of social injustice and inequality. - Explore the thematic connections between songs, images, photos, and documentaries.	- Reading assigned texts including both fiction and non-fiction - Student-centered problem-based research oriented activities - Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools - Large and small group discussions led by both teacher and student leaders - Listening to recordings of popular music of the time period, speeches, and literary readings - Viewing historical film footage as well as movies focusing on the time period - Analyzing art, fashion, and other forms of popular culture of the time period - Reading aloud selected texts - Answering, through writing and discussion, selected questions and activities focusing on the themes and time period - Completing assigned vocabulary activities	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. WHST. 9-10.1 WHST. 9-10.1a WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.2b WHST. 11-12-1 WHST.11.12.1d WHST.11.12.1e WHST.11.12.8 WHST.11.12.4 WHST.11.12.9 6.1.12.CivicsPI.13.a 6.1.12.CivicsDP.13.a 6.1.12.CivicsDP.13.a 6.1.12.GeoPP.13.a 6.1.12.GeoPP.13.b 6.1.12.GeoHE.13.a 6.1.12.EconNE.13.a 6.1.12.EconEM.13.a 6.1.12.EconEM.13.a 6.1.12.EconNE.13.c 6.3.12.HistoryCA.1 6.3.12.HistoryCA.2 6.1.12.HistoryCC.13.a 6.1.12.HistoryCC.13.b 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d	- Pick a specific organization within one movement, create an artistic website/commercial/documentary /etc. recruiting for the movement - Create an analytical essay explaining how the early experiences of MLK/Malcolm X influenced their outlooks later in life. - Tests and quizzes S - Oral presentations F - Class participation F - Homework F - Writing assignments S - Group activities F - Student based projects S	Selection of primary sources <i>Suggestion(s):</i> - Review Reconstruction and Jim Crow Laws <i>Autobiography of Malcolm X</i> by Alex Haley - Civil Rights Movement primary documents: - Black Power sources: Black Panthers, Nation of Islam, etc. - MLK – <i>Why We Can’t Wait</i> excerpts - Women’s Rights primary sources <i>Feminine Mystique</i> by Betty Friedan (excerpts) - Native American movement documents - Vietnam/Anti-War Movement – war stories (Tim O’Brien excerpts, <i>Born on the Fourth of July</i> by Ron Kovic) - Student/Hippie Movement documents - Influence of Rock and Roll – change
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How did opposition to the Vietnam War shape the literature and culture of the time?	- Examine how the early experiences of civil rights leaders impacted their philosophies and their particular brands of leadership. - Analyze the historical as well as current examples of racism and the efforts to overcome it in America. - Describe their personal reactions and connections to the social changes of this time period. - Examine the significance of specific passages from speeches and other writings in the development of the counterculture. - Identify the significant contributions of the women's	- Presenting oral presentations through multimedia approaches - Jigsaw and other cooperative learning activities Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments ELL: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes	6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.13.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1: ELA RH.11-12.3, RH.11-12.7, RH.11-12.9, WHST.11-12.4, WHST.11- 12.6, WHST.11-12.7, WHST.11-12.9 Interdisciplinary: Language Arts: Write a narrative account that summarizes key social legislation enacted to end poverty (e.g., Economic Opportunity	from "love" songs to political songs - Political Cartoons *Contemporary Connection – Gay Rights/Immigrant Rights *Music/Pop Culture/Art of the time period: anti-Vietnam, pro-civil rights rock and R&B
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	movement in shaping our modern society. Explain how opposition to the Vietnam War shaped the literature and culture of the time.	Extended time on assignments. Gifted and Talented: Vary level of reading and primary source document			
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Unit X - Reshaping the American Dream (1969– Present)

Skills: Integrate technology into curriculum; identify and support primary sources; presentation and public speaking; develop organizational skills in writing through revision

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 3 weeks Content Statement: Evaluate the challenges that the United States faced from 1968 to the present. Essential Question:	Key learning items/concepts: Students will be able to: - Describe the Watergate scandal. - Discuss the economic problems of the early 1970s facing Ford and Carter. - Evaluate U.S. foreign policy during this era, shifting from the Cold War to the fall of Communism, to the	- Reading assigned texts including both fiction and non-fiction - Student-centered problem-based research oriented activities - Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools - Large and small group discussions led by both	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. WHST. 9-10.1 WHST. 9-10.1a WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.2b WHST. 11-12-1	- Pick a contemporary problem/issue and trace its roots in history through a multimedia approach as well as through the use of primary documents - A multimedia project and presentation focusing on the historical, social,	Selection of primary sources <i>Suggestion(s):</i> <i>View Coming Home</i> <i>All the President's Men</i> by Woodward and Bernstein (excerpts) 70s primary documents - Reagan and the 80s primary documents: Reaganomics, AIDs, end of the Cold War, consumerism

1. How did the US foreign policy during this era shift from the Cold War to the fall of Communism, to the advent of the war of terrorism?	advent of the war on terrorism. • Explain the components of the Reagan Revolution and its profound influence on the culture of the time. • Identify scientific and technical advancements, new/expanded job markets; indicate projections for the nation's future as it approaches the twenty-first century. • Describe the presidency of George H.W. Bush. • Analyze the collapse of the Soviet Union. • Describe the Persian Gulf War. • Discuss President Clinton's relationship with Congress and the American people. • Analyze the "Contract with America" and the conservative revolution in Congress. • Evaluate the scandals of the Clinton Administration. • Evaluate the election of 2000 and its outcome.	teacher and student leaders • Listening to recordings of popular music of the time period, speeches, and literary readings • Viewing historical film footage as well as movies focusing on the time period • Analyzing art, fashion, and other forms of popular culture of the time period • Reading aloud selected texts • Answering, through writing and discussion, selected questions and activities focusing on the themes and time period • Completing assigned vocabulary activities • Presenting oral presentations through multimedia approaches • Jigsaw and other cooperative learning activities Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation	WHST.11.12.1d WHST.11.12.1e WHST.11.12.2 WHST.11.12.8 WHST.11.12.4 6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.9.a 6.1.12.HistoryUP.13.a 6.1.12.HistorySE.13.a 6.1.12.HistorySE.14.a 6.1.12.CivicsPR.10.a 6.1.12.CivicsPR.10.b 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.CivicsDP.14.a 6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a 6.1.12.GeoPP.14.a 6.1.12.GeoPP.14.b 6.1.12.GeoHE.14.a 6.1.12.EconNE.14.a 6.1.12.GeoNE.14.a 6.1.12.EconET.14.a	literary, and pop culture events from a given year • Personal reflection on the American Dream: is it reshaped, shattered, or does it continue to exist? • Tests and quizzes S • Oral presentations S • Class participation F • Homework F • Writing assignments S • Group activities • Student based projects S	• <i>Wall Street</i> excerpts • View HBO "Miracle on Ice" • Rise of Fundamentalist Islam, terrorism documents • 90s – First Gulf War (read excerpts from <i>Jarhead</i> by Anthony Swofford) • Excerpts from <i>Black Hawk Down</i> by Mark Bowden • Excerpts from <i>The Clinton Years</i> • Primary sources about the advent of the Information Revolution • Excerpts from <i>Holy War, Inc.</i> by Peter Bergen • Excerpts from 9/11 Commission Report and <i>Without Precedent</i> by Tom Kean and Lee Hamilton • Political Cartoons
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	Assess the extraordinary impact of 9/11, the war on terrorism, and the war in Iraq on American policy, literature, and other aspects of culture.	Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments ELL: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments. Gifted and Talented: Vary level of reading and primary source document	6.1.12.EconET.14.b 6.1.12.EconEM.14.a 6.1.12.HistoryCA.14.a 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.c 6.1.12.HistoryCC.14.a 6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.b 6.1.12.HistorySE.14.c 6.1.12.HistoryCC.14.b 6.1.12.HistoryCC.14.c 6.1.12.HistoryCC.14.d 6.1.12.HistoryCC.14.e 6.1.12.CivicsPR.15.a 6.1.12.CivicsHR.15.a 6.1.12.EconNE.15.a 6.1.12.HistoryCC.15.a 6.1.12.HistoryCC.15.b 6.1.12.HistoryCC.15.c 6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.b 6.1.12.HistorySE.15.c 6.1.12.CivicsPD.16.a 6.1.12.CivicsPR.16.a 6.1.12.GeoHE16.a 6.1.12.EconGE.16.a 6.1.12.EconNE.16.a 6.1.12.EconNE.16.b 6.1.12.HistoryUP.16.a 6.1.12.HistoryCC.16.a 6.1.12.HistoryCC.16.b 6.3.12.GeoGI.1 6.3.12.CivicsHR.1 6.3.12.CivicsPD.1 CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2:		
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SPEAKING & LISTENING

Unit Description/Overview

The purpose of this unit is to review and expand upon speaking, listening, and presenting skills studied in grade ten. Through a variety of speaking and listening focused contexts, students will further their understanding of the components that create efficacy in speaking, presenting, slide design, and active-listening. Students will also build upon their understanding of source-credibility, learning to understand how to establish their own credibility as speakers. Students will continue to incorporate multimedia into their presentations, as they synthesize multiple sources and mediums. In this unit, students will be introduced to evaluating multiple components of speakers' presentations, leading to a deeper understanding of what it means to be active listeners: those who evaluate the messages they consume. The intention is for the exploration of and attention to these skills not only during this unit but also throughout the entire course.

Approximate time frame: Approximately 1-2 weeks AND throughout the year/paired with Reading and/or Writing Units

Essential Questions	• How can we engage our audience while executing our purpose? • How can we practice active listening? • How can we best engage in discourse, and why are such factors effective? • How do we create open-ended questions that encourage discussion? • How do we design slides effectively, and why are these slides successful in aiding presentations? • How do we determine the credibility of a source, and why is credibility important? • How do we establish credibility as speakers? • Why should we use digital media in presentations? • Why and how do we integrate multiple sources and formats of information?
Student Learning Objectives	• Review and practice grade-level appropriate speaking skills (i.e. eye contact, body language/posture, voice projection, and enunciation) • Review and practice active listening skills (i.e. eye contact, body language/posture, and note-taking) • Review and employ appropriate conversations skills (i.e. prepare for academic conversations, propel conversations forward, and respond to others' statements and perspectives thoughtfully) • Create grade-level appropriate open-ended questions • Design slides with minimal text, large images, use of negative space, coordinating colors, and correct citations • Determine the accuracy and credibility of a speaker and/or source • Synthesize information from a number of sources • Integrate multiple credible sources into conversations

	● Incorporate multiple sources and digital media formats in presentations ● Evaluate the various components of speakers' arguments
Standards	SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Formative and Summative Assessments	<u>Formative:</u> Minimum of three Socratic Seminars/Harkness Model Discussions • At least ONE of the three must be a Harkness Model Discussion • Students read/review the associated text(s) beforehand • Student read outside scholarly resources beforehand • Students create their own open-ended questions ◦ Questions must include those based on outside scholarly resources Minimum of two individual presentations • Students should design a minimum of three slides each • Students should include a minimum of one multimedia element • <i>Suggested topics:</i> • Book talks • Grammar Presentations Listening Activity • During presentations, students in the audience should complete scaffolded versions of the following standard: “Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.” Suggested Activities throughout the year (to pair with reading and writing units): • Small-group presentations • Round-table discussions • Jigsaws • Share-outs • (Impromptu) speeches • Book talks • Grammar presentations <u>Summative:</u>
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	Socratic Seminar + Questions /Harkness Model Discussion ~One Minute Presentation of Digital Aspect of Research Paper • This presentation aligns with the assigned research paper for the course CULMINATING GRADED TASKS: 3-5 minute individual presentation on topic relevant to course curriculum (three slide minimum) • Students must “integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally)” • Students must “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” Listening Activity • During presentations, students in the audience should “Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.”
Required/ Suggested Resources	How to Conduct a Socratic Seminar (via <i>Facing History and Ourselves</i>) How to Conduct a Harkness Model Discussion /Resources Suggested Socratic Seminar Rubric (Standard-based) Evaluating the Credibility of Sources (via Columbia University) <i>The Naked Presenter</i> by Garr Reynolds Presentation Zen

GRAMMAR & LANGUAGE

Unit Description/Overview <i>The purpose of this unit is to familiarize students with grade-appropriate grammar skills to use in their writing and speaking. They will gain an understanding of the components of the English language that improve communication.</i>	
Time frame: Ongoing, entire school year.	
Essential Questions	• How can understanding grammar and punctuation rules make writing and speaking more effective? • How can an expanded vocabulary improve interpersonal and professional communication?
Student Learning Objectives	• Students will apply appropriate punctuation and grammar rules, such as subject-verb agreement, verb tense consistency, and comma usage, in their writing to ensure clarity and correctness. • Students will understand grade-level vocabulary in context to enhance their writing and speaking skills.
Standards	Grade 11 Grammar Standards (2023) L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. IXL Practice: Use hyphens in compound adjectives C. Recognize spelling conventions. IXL Practice: Correct errors with commonly misspelled words L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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| | <p>A. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>IXL Practice:
Choose the word whose connotation and denotation best match the sentence</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>IXL Practice:
Use context to identify the meaning of a word</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>IXL Practice:
Determine the meanings of words with Greek and Latin roots
Use etymologies to determine the meanings of words</p> <p>C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>IXL Practice:
Use dictionary entries to determine correct usage</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred</p> |
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meaning in context or in a dictionary).

[IXL Practice:](#)

[Choose the word whose connotation and denotation best match the sentence](#)

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

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

[IXL Practice:](#)

[Interpret the figure of speech](#)

[Classify the figure of speech: euphemism, hyperbole, oxymoron, paradox](#)

[Classify the figure of speech: anaphora, antithesis, apostrophe, assonance, chiasmus, understatement](#)

[Classify the figure of speech: review](#)

[Analyze the effects of figures of speech on meaning and tone](#)

B. Analyze nuances in the meaning of words with similar denotations.

[IXL Practice:](#)

[Describe the difference between related words](#)

[Choose the word whose connotation and denotation best match the sentence](#)

[Use words accurately and precisely](#)

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

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

[IXL Practice:](#)

[Which text is most formal?](#)

[Compare passages for subjective and objective tone](#)

Formative and Summative Assessments	Suggested Activities (as needed): • Teacher-led mini-lessons • Student-led mini-lessons • Pre-test/post-tests • Sample sentence corrections • Review & corrections of student writing • IXL practice • IXL quizzes • Padlet posting • Group work • Membean training • Membean quizzes <u>Formative:</u> Students will be given a pre-assessment at the beginning of the year. <u>Summative:</u> Monthly quizzes to assess each skill, skill assessment in essay writing, post-assessment in May