

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: English III/Honors English III: Classic & Contemporary American Literature

Born On: August, 2024

Previous Revision: August, 2024

Current Revision: August, 2026

Board Approval: 8/24/26

COURSE DESCRIPTION: English III/Honors English III: Classic & Contemporary American Literature

The Classic and Contemporary Course puts classical texts in conversation with modern texts. With a focus on American literature, the class aims to bridge themes that resonate throughout time and history while opening up conversation for students to relate to texts in an authentic and personal way. Emphasis is placed on composition skills and precise use of language on many levels: formal, informal, colloquial, and dialectical. Vocabulary study is both contextual through literature study and focuses on etymology while preparing students for success on standardized examinations including the SAT and ACT.

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLS".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: N.J.S.A. 18A:35-4.43 Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education 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 in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: (N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

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 NJSL-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

UNIT BOOKMARKS

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

Writing Unit 1: Identify American Voice

Unit Description/Overview

In this unit, students begin by asking: What makes a public voice persuasive, memorable, ethical, dangerous, beautiful, or uniquely American? Students should study speeches, essays, founding documents, protest writing, transcendentalist texts, and

contemporary arguments. Initially, students should 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 has the “American voice” developed through speeches, essays, founding documents, protest writing, and contemporary arguments? • What makes a public voice persuasive, memorable, ethical, dangerous, beautiful, or uniquely American? • How does an author’s or speaker’s use of voice and tone shape the meaning and effectiveness of an argument? • How should an author or speaker consider audience, occasion, subject, and purpose when crafting an argument? • How do diction, syntax, punctuation, structure, and rhetorical appeals influence an audience’s understanding of an argument? • How do claims, subclaims, assumptions, implications, and lines of reasoning reveal the deeper purpose of a text? • How do American writers and speakers use rhetoric to define, challenge, defend, or revise American ideals? • How can analyzing another writer’s voice help us better understand and develop our own?
Student Learning Objectives	• Identify subject, occasion, audience, purpose, speaker, tone, and context in speeches, essays, founding documents, protest writing, transcendentalist texts, and contemporary arguments. • Analyze how American writers and speakers use voice to persuade, challenge, inspire, criticize, or define American ideals. • Identify claims, subclaims, assumptions, implications, and lines of reasoning in argumentative and rhetorical texts. • Explain how tone and rhetorical appeals influence an audience’s receptivity to an argument.

	● Analyze how diction, syntax, punctuation, structure, repetition, imagery, and figurative language contribute to the effectiveness of an argument. ● Recognize how visual and multimodal texts construct arguments through image, design, composition, symbolism, and audience appeal. ● Evaluate how a writer's or speaker's choices reflect audience, occasion, subject, and purpose. ● Explain how American writers and speakers use rhetoric to respond to historical, cultural, political, and social tensions. ● Compare how different American voices define, challenge, defend, or revise ideas such as freedom, justice, individuality, equality, belonging, and civic responsibility. ● Compose a rhetorical analysis that explains how an author or speaker uses language and rhetorical choices to develop an argument and shape an audience's understanding.
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 ○ Students identify the speaker, occasion, audience, purpose, subject, tone, and context of American speeches, essays, founding documents, protest writing, visual texts, and contemporary arguments. ● Voice & Rhetoric Notebook Entries ○ Students regularly analyze short passages to determine how writers and speakers create voice through diction, syntax, punctuation, repetition, imagery, tone, structure, and rhetorical appeals. ● Line of Reasoning Practice ○ Students trace how an argument develops by identifying central claims, subclaims, evidence, assumptions, implications, and shifts in reasoning. ● Multiple Perspective Assignment ○ Students select an argumentative text. Then, they summarize the argument, identify at least two claims, assumptions, or implications, and respond thoughtfully to the writer's ideas and rhetorical choices. ● Rhetorical Rehearsal / Speaking Checkpoint ○ Students explain one rhetorical choice aloud to a partner or small group, using evidence

	from the text to explain how the choice affects the audience. ● Peer, Teacher, and/or AI Revision Reflection ○ Students use feedback to revise their drafts and explain which suggestions they accepted, rejected, or modified. Students reflect on how their revisions improved the clarity, organization, analysis, or voice of their writing. <u>Summative:</u> ● Rhetorical Analysis Paper ○ Students select an American argumentative text, speech, essay, op-ed, founding document, protest text, or visual argument that connects to the course theme of American voice. Students write a rhetorical analysis explaining how the writer or speaker uses rhetorical choices to achieve a purpose for a specific audience. ○ Students should develop a defensible thesis about the writer's rhetorical strategy and support that thesis with well-chosen textual evidence and thoughtful commentary. In the paper, students may analyze choices such as tone, diction, syntax, punctuation, repetition, imagery, structure, rhetorical appeals, claims, assumptions, implications, and line of reasoning. ○ Rather than simply identifying techniques, students should explain how these choices work together to shape meaning, influence the audience, and reveal something about American identity, values, conflict, belonging, freedom, justice, or civic life. ○ The paper should include a defensible thesis, relevant textual evidence, clear commentary, logical organization, and attention to the relationship among speaker, audience, occasion, purpose, and message. Students should use MLA formatting, in-text citations, and a Works Cited page. ○ Suggested length: 500–750 words / 2–3 pages.
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)
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Interdisciplinary Connections	6.1.12.HistorySE.14.b Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals. 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. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. 6.2.12.HistoryCC.4.g Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of total war. 6.1.12.HistoryUP.2.a Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group to the outcome.
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	Using images and other visual aids to support understanding

	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	project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	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 • 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 move from analyzing American voices to entering an American conversation themselves. Students explore a contemporary American issue connected to a major theme from the course's literature, such as the American Dream, education, identity, technology, justice, belonging, or the relationship between individual freedom and community responsibility.

Students read a variety of sources — including articles, essays, speeches, graphics, images, data, and excerpts of longer works — that offer different perspectives on their chosen issue. As they read, students interpret what each source is saying or arguing, consider how the source connects to larger American themes, and determine how the source shapes their own thinking.

Rather than simply summarizing each source, students learn to put sources “in conversation” with one another. They examine how sources agree, disagree, complicate, challenge, or build on each other. As the unit progresses, students develop their own informed and qualified positions about their topics.

The unit concludes with students composing a synthesis essay that enters a contemporary American conversation connected to the literature and ideas studied in class. Each essay should include a clear and thoughtful central claim, use evidence from at least three sources, and explain why the issue matters in American life today.

Approximate time frame: 4-6 weeks

Essential Questions

- Why is informed discourse important in a democratic society?
- How do American writers, speakers, and thinkers shape the way we understand contemporary American issues?
- How do others' arguments about a topic influence, challenge, or complicate our own thinking?
- How do we determine our own unique stance when entering a larger American conversation?
- How do we create qualified central claims that recognize complexity, multiple perspectives, and competing values?
- How can we put sources in conversation with one another to better understand an issue?
- How do literature, nonfiction, data, and visual texts reveal different truths about American life?
- How can a synthesis essay help us examine the gap between American ideals and American realities?
- How do we use evidence from multiple sources to develop an argument that is informed, ethical, and our own?

Student Learning Objectives	• Accurately interpret what a variety of texts are arguing or communicating about a contemporary American issue. • Explain how literary, informational, visual, and data-based sources reveal different perspectives on American life. • Connect contemporary American issues to major themes from American literature, such as the American Dream, education, identity, technology, justice, belonging, individualism, and community responsibility. • Determine their individual responses and stances toward the arguments and perspectives they encounter. • Construct clear, complex, and qualified central claims that recognize multiple perspectives and competing values. • Put sources in conversation by identifying how they agree, disagree, complicate, challenge, or build on one another. • Select and organize evidence from multiple sources in ways that advance a central claim. • Use source material ethically and effectively through summary, paraphrase, quotation, attribution, in-text citation, and a Works Cited page. • Develop commentary that explains how evidence supports, complicates, or refines a claim. • Compose a synthesis essay that enters a contemporary American conversation and explains why the issue matters in American life today.
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 Students practice reading multiple sources, identifying each source's argument or message, and developing a qualified claim in response to the prompt. <i>Ideas in Argument: Building Skills and Understanding</i>, p. 232 ● Practice AP Synthesis Essay: College Education & Employment

Students practice putting sources in conversation with one another and using evidence from multiple sources to support a central claim.

Ideas in Argument: Building Skills and Understanding, p. 785

- **American Conversation Topic Proposal**

Students identify a contemporary American issue connected to a major theme from American literature, independent reading, or course materials. Students explain why the issue matters, what makes it debatable, and how it connects to American life.

- **Source Annotation and Argument Tracking**

Students annotate each source to identify the source's central argument, claims, evidence, assumptions, implications, audience, purpose, and connection to the larger American conversation.

- **Source Conversation Chart**

Students organize sources by showing how they agree, disagree, complicate, challenge, qualify, or build on one another. Students use this chart to begin identifying patterns that may shape their essay's organization.

- **Qualified Thesis Practice**

Students draft multiple possible claims about their topic, including a claim that agrees, a claim that disagrees, a claim that qualifies, and a claim that reframes the issue. Students then select or revise the strongest central claim.

- **Synthesis Speaking Checkpoint**

Students explain their topic, central claim, and source relationships aloud to a partner or small group. Listeners ask questions, challenge assumptions, and help the writer clarify the argument.

- **Outline / Line of Reasoning Checkpoint**

Students create an outline that shows how each body paragraph advances the central claim and uses at least two sources in conversation with one another.

- **Peer, Teacher, and/or AI Revision Reflection**

Students use feedback to revise their synthesis drafts and explain which suggestions they accepted, rejected, or modified. Students reflect on how their revisions improved the clarity, complexity, organization, evidence, or commentary of their argument.

Summative:

Synthesis Essay: Entering an American Conversation

	• Students compose a synthesis essay that enters a contemporary American conversation connected to a major theme from American literature, independent reading, or course materials. Possible themes include the American Dream, education, identity, technology, justice, belonging, individualism, community responsibility, local issues, current events, art, culture, or other topics connected to American life. • Students read and use multiple sources that offer different perspectives on their chosen issue. Rather than simply summarizing each source, students put sources in conversation by explaining how they agree, disagree, complicate, challenge, qualify, or build on one another. Students develop a clear, complex, and qualified central claim and support it with relevant evidence and thoughtful commentary. • The essay should explain why the issue matters in American life today and should demonstrate the student's own informed position within a larger conversation. Requirements: • 1,000–1,250 words / 4–5 pages • Minimum of three sources • Each body paragraph should use evidence from at least two different sources • Clear, qualified central claim • Logical organization and line of reasoning • MLA formatting, in-text citations, and Works Cited page Suggested topic areas: • Topics or themes present in course literature or independent reading • Topics or themes present in documentaries, speeches, articles, podcasts, visual texts, or other course materials • Contemporary American issues connected to local issues, current events, art, culture, education, identity, justice, technology, or public life
Required/ Suggested Resources	Excerpts from <i>They Say, I Say</i> 4th Edition by Gerald Grath 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> How to Put Sources in Conversation with One Another ● <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
Interdisciplinary Connections	6.1.12.HistorySE.14.b Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals. 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. 6.2.12.HistoryCC.4.g Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of total war.

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).
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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 work - Restate, reread, and	- 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 - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars	- 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

	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	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 3: Digital Writing and Research Skills

Unit Description/Overview

In this unit, students move from written synthesis to multimodal communication by transforming a contemporary American conversation into a data-based story. Building on the topics and arguments developed in their synthesis essays, students investigate what reliable data reveals about an American issue connected to the course's literature and themes, such as the American Dream, education, identity, technology, justice, belonging, individualism, or community responsibility.

Students examine data from credible American sources, such as government databases, research organizations, news outlets, and public-interest data projects. As they research, students learn to interpret charts, statistics, graphics, and trends while considering what the data shows, what it does not show, and what human stories may exist behind the numbers.

Rather than simply reporting facts or presenting disconnected statistics, students learn to craft a clear narrative around their data. They analyze patterns, contradictions, gaps, and changes over time in order to explain the story the data tells about American life today. Students also consider how audience, purpose, design, organization, language, and visual choices shape the way information is understood.

The unit concludes with students creating and delivering a storified data presentation. In this presentation, students use research, data, visuals, and spoken explanation to communicate a meaningful story about their topic and explain why that story matters in a contemporary American context.

Approximate time frame: 3-4 weeks

Essential Questions	• How does data shape the narrative surrounding a contemporary American issue? • How can we use research and data to construct a meaningful story about American life today? • What does data reveal about American ideals, conflicts, inequities, opportunities, or communities? • What can data show clearly, and what human experiences might data leave out? • How do writers, researchers, journalists, and speakers use data to inform, persuade, or influence an audience? • What is “expertise,” and what does it mean to speak with authority about a topic? • How do source credibility, context, and perspective affect the way we interpret data? • How can visual design, organization, language, and spoken delivery shape an audience’s understanding of information? • How can we translate a written argument into a clear, ethical, and engaging multimodal presentation?
Student Learning Objectives	• Conduct research about a contemporary American issue connected to course literature, independent reading, or a major theme from the synthesis unit. • Find commonalities, patterns, contradictions, and gaps when conducting research and relate sources to one another. • Interpret charts, graphs, statistics, images, and other data-based sources to determine what story the data may be telling. • Evaluate the credibility, context, purpose, and limitations of research and data sources. • Explain what data reveals about American ideals, conflicts, inequities, opportunities,

	communities, or lived experiences. ● Identify what data shows clearly and what human experiences, perspectives, or questions the data may leave out. ● Create a multimodal presentation that explains how research and data can tell a meaningful story about a contemporary American issue. ● Use visual design, organization, language, and spoken delivery to communicate information clearly and effectively to an audience. ● Integrate quotations, statistics, charts, images, and other evidence ethically and purposefully in a presentation. ● Cite research and data 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 Storytime: What Are You an Expert In? • Students create a one-minute informative video about a topic they can speak about with some authority. The topic should not be purely personal; students must research it and use evidence to support what they explain. • Students use a SOAPS chart to plan the video by identifying the speaker, occasion, audience, purpose, subject, and tone. They should begin with a narrative opening that draws the audience in, then explain the topic clearly and show why it matters. Requirements: • One-minute video • Topic: “What are you an expert in?” • Topic should be researchable and not only personal • Minimum of three sources • Attention to hierarchy of evidence • Clear main idea: topic + “so what?” • Informative purpose with a narrative opening • Text or spoken references to source material Data Source Exploration • Students explore credible American data sources, such as government databases, research organizations, public-interest data projects, news outlets, or academic sources. Students identify possible data connected to their synthesis topic or another contemporary American issue. Research and Data Annotation • Students annotate sources by identifying the source’s main idea, credibility, purpose, audience, evidence, limitations, and connection to the larger story their topic may tell. Hierarchy of Evidence Checkpoint • Students evaluate the strength and usefulness of their sources by considering reliability, relevance, accuracy, expertise, bias, and whether the source provides data, interpretation, background, or personal perspective.

Data Story Planning Chart

- Students organize their research by identifying the topic, main idea, “so what?”, key data points, source relationships, possible visuals, and the story the data appears to tell.

Data Conference / Speaking Checkpoint

- Students present one chart, statistic, or data point to a partner or small group. Listeners ask questions about what the data shows, what it does not show, what might be misunderstood, and what human story may exist behind the numbers.

Storyboard or Slide Draft

- Students plan the sequence of their presentation, including narrative opening, background information, major data points, visuals, explanation, citations, and conclusion.

Peer, Teacher, and/or AI Revision Reflection

- Students use feedback to revise their presentation and explain which suggestions they accepted, rejected, or modified. Students reflect on how their revisions improved clarity, credibility, organization, visual design, spoken delivery, or audience engagement.

Summative:

Storified Data Analysis Presentation

Students conduct research about a contemporary American issue that interests them and connects to course literature, independent reading, the synthesis essay, or a major American theme such as the American Dream, education, identity, technology, justice, belonging, individualism, or community responsibility.

Students create and deliver a 3–5 minute multimodal presentation that explains the story their research and data tell about the selected topic. Rather than simply listing facts or presenting disconnected statistics, students should use data, visuals, source material, and spoken explanation to reveal a meaningful pattern, problem, contradiction, trend, or question connected to American life today.

Students should consider what the data shows, what it does not show, and why the story matters. The presentation should demonstrate credible research, clear organization, purposeful visual design, effective spoken delivery, and ethical use of source material.

	Requirements: • 3–5 minute video or live presentation • Research-based topic connected to a contemporary American issue • Minimum of three credible sources • Relevant data, charts, statistics, images, or other visual evidence • Clear main idea: topic + “so what?” • Narrative opening or engaging introduction • Text in the presentation, including source citations • MLA or APA citations for research and data sources • Explanation of the story the research and data tell
Required/ Suggested Resources	Required • Our World in Data Students use this source to examine global and national data trends and practice interpreting charts, graphs, and research-based explanations. • The Upshot Students analyze how journalists use data, visuals, and written explanations to tell stories about public issues. • USAFacts Students use this source to explore data about American life, government, demographics, education, health, economy, and public policy. • Pew Research Center Students use this source to examine research and data related to American attitudes, identity, politics, technology, media, religion, race, education, and social change. • U.S. Census Bureau / Census.gov Students use this source to access demographic, economic, and community-level data about the United States. Suggested • Data.gov <i>Students may use this source to locate public datasets from U.S. government agencies.</i> • Bureau of Labor Statistics

	<i>Students may use this source to research employment, wages, labor, inflation, and economic trends.</i> ● National Center for Education Statistics <i>Students may use this source to research education data in the United States.</i> ● Centers for Disease Control and Prevention <i>Students may use this source to research public health data and trends.</i> ● Excerpts from Christie Aschwanden’s Good to Go: What the Athlete in All of Us Can Learn from the Strange Science of Recovery <i>Students may use excerpts to study how writers explain research, question scientific claims, and communicate evidence to a general audience.</i> ● <u>“Teaching Research Skills in Today’s Digital Environment”</u> <i>Students may use this resource to support research habits, source evaluation, digital literacy, and ethical use of information.</i>
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Interdisciplinary Connections	HS-ETS1-1 - Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. expectation directly related to climate, climate change, or the effects of a changing climate on environmental systems. 6.1.12.HistorySE.14.b Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals. 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	9.3.12.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).
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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 work - Restate, reread, and clarify directions/questions	- 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 - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate expectations	- 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 - Build background information through brainstorming, semantic webbing, or use of visual aids

	• 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	• Sentence frames/starters • Provide immediate feedback when applicable		• 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: Expressing My Own American Voice — Narrative Writing

Unit Description/Overview

In this unit, students move from studying public American voices to developing and expressing their own. Throughout the year, students have analyzed how American writers and speakers use voice to persuade, challenge, define, and inspire. They have entered contemporary American conversations through synthesis writing and translated research into data storytelling. In this final writing unit, students turn inward and consider what voice they want to use when telling their own stories.

Students are introduced to the Common Application essay prompts and study mentor texts to examine how writers use personal narrative to reveal identity, values, growth, conflict, and self-understanding. Students revisit earlier reflections, Voice Maps, independent reading logs, class discussions, and writing activities to identify meaningful experiences, relationships, places, objects, challenges, passions, and questions that may lead to strong personal essay topics.

As students draft, revise, and edit, they focus on developing an authentic personal voice through specific detail, reflection, structure, diction, syntax, punctuation, dialogue, imagery, and tone. Students consider audience and purpose as they decide not only what story to tell, but why that story matters and what it reveals about who they are becoming.

The unit concludes with students composing a polished personal narrative or college application essay. This essay serves as the culmination of the year's study of American voice: after analyzing how others speak publicly, entering a larger American conversation, and explaining what data reveals about American life, students now use their own voices to tell a story only they can tell.

Approximate time frame: 4 weeks

Essential Questions	• Why is it important to consider audience and purpose when telling a personal story? • How might audience shape the content, structure, tone, and style choices of a writer? • How can a writer create an authentic personal voice through diction, syntax, punctuation, imagery, dialogue, detail, and reflection? • How can personal narrative help writers recognize the development of their identities, values, and beliefs? • What makes a personal story meaningful to an audience beyond the writer? • How can small moments, specific details, places, objects, relationships, or conflicts reveal larger truths about who we are? • How do writers balance honesty, vulnerability, privacy, and purpose when writing about themselves? • How can studying the voices of other writers help us discover, refine, and trust our own voices? • How does telling our own story allow us to enter, challenge, or expand the larger American story?
Student Learning Objectives	• Read, analyze, and critique mentor texts to understand how writers use personal narrative to reveal identity, values, growth, conflict, and self-understanding. • Identify how writers create personal voice through diction, syntax, punctuation, imagery, dialogue, figurative language, structure, tone, and reflection. • Write in response to a variety of personal narrative and college essay prompts in order to generate possible essay topics. • Reflect on earlier writing, Voice Maps, independent reading logs, class discussions, and personal

	experiences to identify meaningful stories worth developing. ● Evaluate possible topics by considering audience, purpose, significance, specificity, authenticity, and the story's potential to reveal something important about the writer. ● Choose one topic to take through the full writing process, including prewriting, drafting, revising, editing, conferencing, and reflection. ● Develop a complete personal narrative or college application essay with a clear focus, engaging structure, specific details, meaningful reflection, and a strong sense of voice. ● Revise writing to strengthen clarity, organization, pacing, tone, imagery, and the balance between storytelling and reflection. ● Refine the voice in their writing through intentional choices in punctuation, diction, syntax, figurative language, dialogue, and sentence rhythm. ● Explain how their final essay expresses their own voice and reveals a story, perspective, or value that only they can communicate.
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 Students participate in a week of reflective brainstorming activities designed to help them discover meaningful personal narrative topics. Activities may include topic-based conversations, free writes, prompt-based writing, memory lists, identity reflections, object/place/event brainstorming, and informal sharing. ● Voice Map Revisited Students return to the Voice Map they created at the beginning of the year and identify possible essay topics connected to their values, passions, extracurriculars, communities, relationships, responsibilities, challenges, questions, and moments of growth. ● College Essay Topic Inventory Students generate several possible essay topics and briefly explain what each topic might reveal about their identity, values, voice, or development. ● Reading and Critiquing Mentor Texts Students read and analyze mentor college essays and personal narratives to identify how writers use structure, detail, reflection, tone, diction, syntax, punctuation, dialogue, imagery, and figurative language to create voice and meaning. ● Triptych: Past, Present, Future Students select an event, place, or object that is important to them. Then, they write in three columns about the impact this event, place, or object has had on their past, present, and/or future. Students use this activity to discover possible narrative focus, reflection, and significance. ● Story Circle / Speaking Checkpoint

Students tell a short version of a possible essay story to a partner or small group. Listeners identify the strongest image, clearest conflict, emerging voice, and deeper meaning of the story. Students use this feedback to decide whether the topic is worth developing.

- **Topic Conference**

Students conference with the teacher and/or peers to select one topic to take forward in the writing process. Students explain why the story matters, what it reveals about them, and how it might connect to a larger idea or value.

- **Drafting Checkpoints**

Students complete sections or full drafts of their personal narrative essay and receive feedback on focus, structure, specificity, reflection, pacing, and voice.

- **Peer, Teacher, and/or AI Revision Reflection**

Students use feedback to revise their drafts and explain which suggestions they accepted, rejected, or modified. Students reflect on how their revisions strengthened the clarity, authenticity, structure, detail, reflection, or voice of their essay.

Summative:

Personal Narrative / College Application Essay

Students complete the writing process for a personal narrative or college application essay. Students choose one meaningful topic and develop it through prewriting, drafting, revising, editing, conferencing, and reflection.

The final essay should tell a specific story that reveals something meaningful about the writer's identity, values, growth, perspective, or voice. Students should use purposeful structure, vivid details, reflection, diction, syntax, punctuation, dialogue, imagery, and tone to create an authentic personal voice and engage a specific audience.

This essay serves as the culmination of the year's study of American voice. After analyzing public American voices, entering a contemporary American conversation, and translating research into data storytelling, students now use their own voices to tell a story only they can tell.

Requirements:

	● Complete draft of a personal narrative or college application essay ● Evidence of the writing process, including brainstorming, drafting, revision, and editing ● Clear focus and meaningful reflection ● Specific details, imagery, and/or dialogue ● Intentional use of diction, syntax, punctuation, tone, and structure ● Strong sense of authentic personal voice
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. Stories from <i>The Moth</i> ● “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).

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 work - Restate, reread, and clarify directions/questions - Provide opportunities for students to discuss topics	- 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 - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to	- 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 - Build background information through brainstorming, semantic webbing, or use of visual aids

	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	communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		• 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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READING UNITS

Unit 1: The Emerging American Voice (Required)

Unit Description/Overview: *Students will explore the ways in which the "American voice" has developed over time.*

Approximate time frame: 3-5 weeks

Essential Questions	• How has the "American voice" developed through time? • What are modern connections to transcendentalism?
NJSLS	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed

	and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. ● RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. ● RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. ● RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. ● RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ● RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). ● RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. ● RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. ● RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. ● RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
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Student Learning Objectives	- Students will understand the ways in which the “American voice” developed through time. - Students will be able to connect historical thinking to current-day society. - Students will understand the conventions of selected literary genres (domain-specific language). - Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view			
Formative and Summative Assessments	Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)			
Required/ Suggested Resources	Classic/Core Text	Contemporary	Short Stories/Essays/Poems Excerpts	Media/Visual ** Find relevant Ted Talks**
	- Transcendentalism excerpts “Civil Disobedience” “Nature” “Self-Reliance” “Walden Pond” - The Declaration of Independence - The Constitution	<i>Between the World and Me</i> by Ta-Nahesi Coates* <i>Tuesdays with Morrie</i> by Mitch Albom* <i>Into the Wild</i> by Jon Krakauer*	- Excerpt from <i>Cultish</i> - Poems from <i>Leaves of Grass</i> “I, Too, Sing America” Langston Hughes “America, I Sing You Back” Allison Adelle Hedge Coke “Young Goodman Brown” by Nathaniel Hawthorne “Sinners in the Hands of An	<i>Into the Wild</i> film (R) <i>The Great Debaters</i> (PG-13) “Alan’s Speech” from TV show <i>Alone</i> The Hudson River School (Transcendentalist Arts)

			Angry God” • “I Have a Dream” speech • “Death of an Innocent” article	
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Interdisciplinary Connections	6.1.12.CivicsDP.5 VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11b 6.1.12.CivicsDP.6.a 6.1.12.CivicsPR.6.a
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8 9.4.12.IML.4

Modifications	Students with Disabilities • 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	Struggling/At-Risk Students • 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	Gifted and Talented • Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Multilingual Learners 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
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	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	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		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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Teachers will choose **two** of the following reading units. Teachers will choose ONE classic core text to pair with a contemporary text. The texts may be excerpted. The contemporary texts may be used in book clubs and/or as recommended IR texts for that unit (which can also be used for the synthesis essay). *CP Recommendations

Unit 2: Merging Cultures

Unit Description/Overview: *This unit will focus on historical roots merged with American culture and the immigrant experience.*

Approximate time frame: 8-10 weeks

Essential Questions

- What compromises our identities?
- How do we value our lineage without overshadowing our different cultures?
- What is American Culture?

NJSLS

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

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

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

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

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

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

	and develop. RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
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Student Learning Objectives	- Students will understand the ways in which identities develop. - Students will explore the thread of American culture throughout generations. - Students will define American Culture. - Students will understand conventions of selected literary genres (domain-specific language). - Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view			
Formative and Summative Assessments	Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)			
Required/ Suggested Resources	Classic/Core Text	Contemporary	Short Stories/Essays/ Excerpts	Media/Visual
	<i>The Joy Luck Club</i> by Amy Tan* <i>The Lone Ranger and Tonto Fistfight in Heaven</i> by Sherman Alexie* <i>The Lowland</i> by Jhumpa Lahiri	<i>Americanah</i> Chmamanya Ngozi Adichie* <i>There There</i> by Tommy Orange* <i>Firekeeper's Daughter</i> by Angeline Boulley <i>The Tortilla Curtain</i> by TC Boyle	"Coming Home" by Shang Rae Lee - Short stories from "The Namesake" by Jhumpa Lahiri - Excerpts from Amy Chua's <i>Battle Hymn of the Tiger Mother</i> or "Why Chinese Mothers are Superior" from the WSJ <i>Crying in H Mart</i> by (chapter 1 and excerpts) Michelle Zauner* "Dear John Wayne" by Louise Erdrich	"Hyphen-Nation" <i>American-Born Chinese</i> by Gene Luen Yang (graphic novel) <i>They Called Us Enemy</i> by George Tekai, Justin Eisinger, Steven Scott (graphic novel) <i>The Kite Runner</i> (PG-13) <i>In America</i> (PG-13)

			• “Mother Tongue” by Amy Tan • <u>“One Today” by Richard Blanco</u>	
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Interdisciplinary Connections	6.1.12.HistoryCA.3.b 6.1.12.CivicsDP.5 6.1.12.CivicsDP.5.a VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.4

Modifications	Students with Disabilities • Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the	Struggling/At-Risk Students • Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments	Gifted and Talented • Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping	Multilingual Learners Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines,
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	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	• 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	• Jigsaw activities	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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Unit 3: Contemporary Issues

Unit Description/Overview: *Students will explore the ways in which contemporary issues/problems (poverty, racism, sexism, education) impact contemporary American society.*

Approximate time frame: 8-10 weeks

Essential Questions	• How do “classic” issues (poverty, racism, classism) still plague the contemporary landscape? • What is the importance of education in terms of classism? • Is the American Dream attainable?
NJSLS	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

- RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

Student Learning Objectives	• Students will analyze the ways in which enduring challenges persist in American society. • Students will explore the extent to which the American Dream is attainable today and to previous generations. • Students will understand conventions of selected literary genres (domain-specific language). • Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view.			
Formative and Summative Assessments	Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)			
Required/ Suggested Resources	Classic/Core Text	Contemporary	Short Stories/Essays/ Excerpts	Media/Visual
	• <i>Autobiography of Malcolm X</i> • <i>I Know Why the Caged Bird Sings</i> by Maya Angelou* • <i>Native Son</i> by Richard Wright • <i>Warrior Girl Unearthed</i> by Angeline Boulley	• <i>The Other Wes Moore</i> by Wes Moore* • <i>There There</i> by Tommy Orange • <i>Educated</i> by Tara Westover	• Excerpts from <i>Why Are All the Black Kids Sitting Together in the Cafeteria</i> by Beverly Daniel Tatum • Excerpts from <i>Talking to Strangers</i> by Malcolm Gladwell • Excerpts from <i>The Short and Tragic Life of Robert Peace</i> by Jeff Hobbs • "Four Souls" by Louise Erdrich • "I have a dream" by Martin Luther King, Jr. • "Cathedral" by Raymond Carver	• <i>Coda</i> (PG-13) • <i>13th</i> (NR) • <i>"Get Comfortable being Uncomfortable"</i> • <i>Between the World and Me</i> (HBO Series) • <i>Freedom Writers</i> (PG-13) • Ted Radio Hour podcasts • American Scandal podcasts • How I Built This podcasts • <i>The Great Debaters</i> (PG-13) • <i>Why Poor Students Drop Out Even When</i>

			• “Hills Like White Elephants” by Ernest Hemingway • <i>Nickel and Dimed</i> excerpts	<u><i>Financial Aid Covers the Cost.</i></u> • <u><i>Test Your Awarenesses</i></u> • Excerpts from <i>Blindspot: Hidden Biases of Good People</i> • <i>Glory Road</i> (PG)
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Interdisciplinary Connections	6.1.12.EconNE.13.c 6.1.12.CivicsDP.5 6.1.12.CivicsDP.5.a VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8 9.4.12.IML.2 9.4.12.IML.5

Modifications	Students with Disabilities • Teacher modeling of skills/techniques to be mastered • Extended time to complete	Struggling/At-Risk Students • Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be	Gifted and Talented • Provide opportunities for project based learning • Provide opportunities for	Multilingual Learners Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives,
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	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	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	independent studies • Flexible Grouping • Jigsaw activities	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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Unit 4: Identity and Struggle

Unit Description/Overview: *Students will explore how their ethnicity, gender, and/or environmental circumstances influence their identities, struggles, choices, and self-awareness.*

Approximate time frame: 8-10 weeks

Essential Questions	- Does our identity depend upon our ethnicity, gender, or any circumstances into which we are born? - How does struggle help or hinder our identities?
NJSLS	- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. - RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. - RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. - RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. - RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). - RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

- RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

Student Learning Objectives	- Students will understand how ethnicity, gender, or other circumstances influence identity. - Students will understand how struggle helps or hinders identity formation. - Students will understand conventions of selected literary genres (domain-specific language). - Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view			
Formative and Summative Assessments	Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)			
Required/ Suggested Resources	Classic/Core Text	Contemporary	Short Stories/Essays/ Excerpts	Media/Visual Talks
	<i>The Awakening</i> by Kate Chopin <i>The Crucible</i> by Arthur Miller* <i>The Scarlet Letter</i> by Nathaniel Hawthorne <i>The Things They Carried</i> by Tim O'Brien <i>One Flew Over the Cuckoo's Nest</i> by Ken Kesey	<i>The 57 Bus</i> by Dashka Slater* <i>Between the World and Me</i> by Ta-Nahesi Coates* <i>Hidden Valley Road</i> by Robert Kolker <i>The Firekeeper's Daughter</i> by Angeline Bouley* <i>The Other Wes Moore</i> by Wes Moore <i>The Color of Water</i> by James McBride	"Black Men in Public Spaces" by Brent Staples "We Should All Be Feminists" by Chimamanda Ngozi Adichie "The Story of an Hour" by Kate Chopin "Young Goodman Brown" by Nathaniel Hawthorne "Cathedral" by Raymond Carver "The Man Who Was Almost a Man" by Richard Wright "Dear John Wayne" by	- Ted Talk: <u>What I Learned from 100 Days of Rejection</u> <u>Words that Don't Belong to Everyone</u> <u>What Does My Headscarf Mean to You?</u> <i>Stand By Me</i> (R) <i>Hidden Figures</i> (PG)

		• <i>If You Come Softly</i> by Jacqueline Woodson • <i>Warrior Girl Unearthed</i> by Angeline Boulley	• Louise Erdrich • “Yellow Wallpaper” by Charlotte Perkins Gilman	
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Interdisciplinary Connections	6.1.12.HistoryUP.13.a 6.1.12.HistoryCC.13.d 6.1.12.CivicsDP.5 6.1.12.CivicsDP.5.a VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8 9.4.12.IML.2 9.4.12.CT.3

Modifications	Students with Disabilities • Teacher modeling of skills/techniques to be mastered • Extended time to complete	Struggling/At-Risk Students • Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be	Gifted and Talented • Provide opportunities for project based learning	Multilingual Learners Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives,
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	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	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	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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Unit 5: The American Dream

Unit Description/Overview: *This unit will explore the ways in which the American Dream is attainable.*

Approximate time frame: 8-10 weeks

Essential Questions

- How does classism affect our identities and decisions?
- Is social mobility in America possible?
- Can classism truly be eradicated?
- What makes a person “moral”?
- Is the American Dream attainable?

NJSLS

- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

	● RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ● RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). ● RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. ● RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). ● RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). ● RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. ● RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. ● RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
Student Learning Objectives	● Students will understand the impact of class on their identity and decisions. ● Students will understand conventions of selected literary genres (domain-specific language). ● Students will analyze writing for characterization, figurative language, plot, characterization, theme, and point of view
Formative and Summative Assessments	Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S),

	class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)			
Required/ Suggested Resources	Classic/Core Text	Contemporary	Short Stories/Essays Excerpts	Media/Visual
	• <i>The Great Gatsby</i> by F. Scott Fitzgerald* • <i>The Grapes of Wrath</i> by John Steinbeck • <i>Death of a Salesman</i> Arthur Miller*	• <i>Hillbilly Elegy</i> by J. D. Vance (excerpts) • <i>The Other Wes Moore</i> by Wes Moore • <i>Nickel and Dimed</i> by Barbara Ehrenreich* • <i>Enrique's Journey</i> by Sonia Nazaro	• "Everyday Use" by Alice Walker • "Everything That Rises Must Converge" by Flannery O'Connor • "The Lesson" by Toni Cade Bambara	• <i>Just Mercy</i> (PG-13) • <i>Operation Varsity Blues</i> (R) • <i>The Greatest Showman</i> (PG) • <i>The Cinderella Man</i> (PG-13)

Interdisciplinary Connections	6.1.12.HistorySE.14.b 6.1.12.HistoryCC.16.b 6.1.12.CivicsDP.5 6.1.12.CivicsDP.5.a VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8

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 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	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended time 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 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 - 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

	arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable			and delivered in both written and oral forms
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GRAMMAR & LANGUAGE

Unit Description/Overview*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.*

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.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

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

[IXL Practice:](#)

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

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

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

[IXL Practice:](#)

[Determine the meanings of words with Greek and Latin roots](#)

[Use etymologies to determine the meanings of words](#)

C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

[IXL Practice:](#)

[Use dictionary entries to determine correct usage](#)

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[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

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, lending 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> 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
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