Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey

Course Name: Philosophy and Literature/Honors Philosophy & Literature

Born On: August, 2024
Current Revision: August, 2026
Board Approval: 8/24/26

COURSE DESCRIPTION: Philosophy and Literature/Honors Philosophy & Literature

Great literature asks many questions of its readers: What should we do? Why are we here? How should we live? As such, the Philosophy and Literature course asks students to consider the questions that have intrigued, challenged, and bewildered thinkers and writers for millennia. Through an exploration of philosophical texts created by prominent voices in the fields of thought, culture, art, and more, students will consider how they feel and what they think about these eternal questions, while learning about the ways that others have wrestled with these thoughts throughout time. Additionally, students will practice their writing skills in argumentative, narrative, and expository modes. Multiple opportunities are provided for individual and group projects, as well as oral presentations.

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 are given three times per year, 9-12, and are also used as Screener assessments as needed***

- ☐ ***Alternate Assessment (A)***

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

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

Approved Alternate Formats (by mode)

Mode	Example Product	Standards Alignment	Typical Use Case
Oral	Recorded response, oral retelling, Socratic seminar, one-on-one conference assessment	RL/RI.9-12.1–9; SL.9-12.1, 4, 6	Accommodation or choice
Visual	Graphic organizer synthesis, storyboard, annotated infographic, visual argument map	RL/RI.9-12.2, 3, 5; W.9-12.2	Choice/UDL option

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

UNIT BOOKMARKS

READING	WRITING	SPEAKING & LISTENING	GRAMMAR

READING

Unit 1 : The Examined Life (An Introduction to Philosophy and Literature)

Unit Description/Overview: In this unit, students will be introduced to the fundamental functional components of philosophical thought, through both an exploration of seminal texts in the field of philosophy as well as the application of a philosophical framework to contemporary texts across modalities.

Approximate time frame: 3-4 weeks

Essential Questions	• Why and how is philosophy defined, studied and organized? • How do philosophers think, reason, argue and agree? • How did philosophy originate and develop? • Why should people study philosophy in the first place?

	• How are philosophical concepts integrated into literature?
NJSLS Standards	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. RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. 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).
Student Learning Objectives	● Students will understand the ways in which philosophers, specifically moral and ethical philosophers, identify and address questions within their field. ● Students will be able to frame questions, both those posed by the course and organically generated within their own lives, through a philosophical framework. ● Students will demonstrate the components of philosophical inquiry when parsing texts, evaluating scenarios, and reflecting on prior experiences.
Formative and Summative Assessments	Reading quizzes **(F/S)**, book talks **(F/S)**, Socratic seminars **(F/S)**, line-tossing activities **(F)**, choral readings **(F)**, improvisational activities **(F)**, unit exams **(S)**, projects **(F/S)**, presentations **(F/s)**, research tasks **(F/S)**, jigsaw presentations **(F)**, Reader's Responses (RRs) **(F)**, class discussions **(F)**, discussion/reaction posts **(F)**, Canvas journals **(F/S)**, Padlet postings **(F)**, group work **(F/S)**, synthesis writing (**S)**, timed writing **(F/S)**, vocabulary and grammar quizzes, **(F/S)** Membean **(F/S)**, IXL **(F/S),** 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	● *Sophie's World: A Novel About the History of Philosophy*, Jostein Gaarder ● Selections from Plato (allegory of the cave, *Phaedo, The Republic*) ● Selections from Descartes (*Cogito*) ● Selections from Nietzsche (*Ecce Homo*, *Thus Spake Zarathustra*, *Why I am So Wise*) ● Selected poems: Walt Whitman ("Song of Myself"), Emily Dickinson ● Selected lyrical music: Kendrick Lamar, Taylor Swift, The Ramones, The Smiths

Interdisciplinary Connections	6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c

	Evaluate the credibility and use of primary and secondary sources. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
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). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

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	● 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	● 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

	• 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	• Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		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

Unit 2: Who Should I Be?: Identity and the Self

Unit Description/Overview: In this unit, students will explore the branch(es) of philosophy that address the self, the individual, the ego, and the relation of these individualistic components to the world at large. In doing so, students will experience theories presented by writers and philosophers as to the pursuit of "a life well lived" across time and modality, while reflecting on their own interpretation of "the good life" as well.

Approximate time frame: 4-5 weeks

Essential Questions	• What does it mean to be an individual? What does the individual have access to that others do not? • How does one "live a good life"? Are there any consistent elements of the good life, as documented throughout history? If so, what are they? • How do we know who we really are? In what ways is the "you" that others see and the "you" you are within similar? Different? • What is an identity crisis? Is this a necessary experience, or a setback to avoid?

	• What thoughts, fears, and desires shape our individual identity? How much control do we have over this shaping?
NJSLA Standards	RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Student Learning Objectives	• Students will understand the various ways in which philosophers and writers have explored the concept of the self, both in isolation and in relation to others. • Students will demonstrate comprehension of various interpretations of "a life well lived" • Students will generate their own perspectives and opinions on preferred methods of establishing identity and pursuing "the good life"
Formative and Summative Assessments	Reading quizzes **(F/S)**, book talks **(F/S)**, Socratic seminars **(F/S)**, line-tossing activities **(F)**, choral readings **(F)**, improvisational activities **(F)**, unit exams **(S)**, projects **(F/S)**, presentations **(F/s)**, research tasks **(F/S)**, jigsaw presentations **(F)**, Reader's Responses (RRs) **(F)**, class discussions **(F)**, discussion/reaction posts **(F)**, Canvas journals **(F/S)**, Padlet postings **(F)**, group work **(F/S)**, synthesis writing (**S)**, timed writing **(F/S)**, vocabulary and grammar quizzes, **(F/S)** Membean **(F/S)**, IXL **(F/S),** 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	• ***Siddhartha*, Hermann Hesse** • *Invisible Man*, Ralph Ellison • **"Speaking In Tongues," Zadie Smith** • Ekphrastic poetry: "Ode on a Grecian Urn" (Keats), "Archaic Torso of Apollo" (Rilke), "Musee des Beaux Arts" (Auden) • ***Their Eyes Were Watching God*, Zora Neale Hurston** • ***The Second Sex* (excerpts), Simone De Bouvoir** • *Notes From the Underground*, Fyodor Dostoyevsky • *The Simpsons*, "Lisa the Vegetarian" (TV episode) • *The Good Place* (TV, selected episode[s])

Interdisciplinary Connections	6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.2.12.CivicsPI.6.a Evaluate civic participation and democratic processes in different nations. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
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.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).

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 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 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 and delivered in both written and oral forms

	arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable			

Unit 3: How Should I Act?: Ethics and Morality

Unit Description/Overview: In this unit, students will consider the motivations behind the actions of individuals and collective groups operating as monolithic entities in times of peace and war (and everything in between!) Further, they will reflect upon their own motivations, both those explicitly endorsed and those truly acted upon, which may be entirely different from each other.

Approximate time frame: 4-5 weeks

Essential Questions	• How is the validity of human conduct evaluated, understood and judged? • How is duty understood in relation to ethical Philosophy? • How have cultural, social, and individual ethics evolved or changed over time?
NJSLA Standards	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

	• RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). • RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). • RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. • 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. • RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. • RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. • 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).
Student Learning Objectives	• Students will understand the nature and underpinning components of a philosophy of ethics as demonstrated in specific philosophical and literary texts. • Students will be able to parse their own actions to determine genuine and performative values. • Students will understand how humans, throughout time, have struggled with the morality and ethics

	of their decisions, past, present and future.
Formative and Summative Assessments	Reading quizzes **(F/S)**, book talks **(F/S)**, Socratic seminars **(F/S)**, line-tossing activities **(F)**, choral readings **(F)**, improvisational activities **(F)**, unit exams **(S)**, projects **(F/S)**, presentations **(F/s)**, research tasks **(F/S)**, jigsaw presentations **(F)**, Reader's Responses (RRs) **(F)**, class discussions **(F)**, discussion/reaction posts **(F)**, Canvas journals **(F/S)**, Padlet postings **(F)**, group work **(F/S)**, synthesis writing (**S)**, timed writing **(F/S)**, vocabulary and grammar quizzes, **(F/S)** Membean **(F/S)**, IXL **(F/S),** 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	• *Macbeth*, William Shakespeare • *10th of Dec* (selections), George Saunders • *Crime and Punishment*, Fyodor Dostoyevsky • *Meditations*, Marcus Aurelius • *The Sunflower*, Simon Wiesenthal • **"We Refugees," "The Banality of Evil," Hannah Arendt** • ***Ikiru*, Akira Kurosawa (film)** • ***Woman in the Dunes*, Hiroshi Teshigahara (film)**

Interdisciplinary Connections	6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.2.12.CivicsPI.6.a Evaluate civic participation and democratic processes in different nations. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a

	VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas, innovative ideas or innovation that can lead to career opportunities. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

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.)	● 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 ● 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 and delivered in both written and oral forms

	• Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable			

Unit 4: What Can I Do?: Choice and Meaning

Unit Description/Overview: In this unit, students will consider the agency they possess in their own lives, its extents, and its limitations. Philosophical concepts such as freedom, autonomy, choice, and purpose will be explored through a philosophical lens via seminal philosophical and literary texts, as well as more broadly through certain philosophical movements such as existentialism, absurdism, and materialism.

Approximate time frame: 4-5 weeks

Essential Questions	• Why do we believe we have free will? Can this concept be proven? • How does philosophy attempt to provide meaning for human existence? • How are humanity's *essential* and *existential* selves related to the concept of meaning in human life?
NJSLA Standards	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. RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

	RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. 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). RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Student Learning Objectives	• Students will understand the key components of certain significant philosophical movements, including existentialism, materialism, and absurdism. • Students will understand how certain literary authors integrate these philosophical questions of agency and choice into their narrative texts.

	• Students will be able to consider the lengths of their own freedom and their own decision-making, both in relation to the self and society.
Formative and Summative Assessments	Reading quizzes **(F/S)**, book talks **(F/S)**, Socratic seminars **(F/S)**, line-tossing activities **(F)**, choral readings **(F)**, improvisational activities **(F)**, unit exams **(S)**, projects **(F/S)**, presentations **(F/s)**, research tasks **(F/S)**, jigsaw presentations **(F)**, Reader's Responses (RRs) **(F)**, class discussions **(F)**, discussion/reaction posts **(F)**, Canvas journals **(F/S)**, Padlet postings **(F)**, group work **(F/S)**, synthesis writing **(S)**, timed writing **(F/S)**, vocabulary and grammar quizzes, **(F/S)** Membean **(F/S)**, IXL **(F/S),** 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	• *The Stranger*, Albert Camus • "The Myth of Sisyphus," Albert Camus • ***Life of Pi*, Yann Martel** • *Man's Search for Meaning*, Victor Frankl • **"Ain't I A Woman?" Sojourner Truth** • ***Ain't I A Woman?: Black Women and Feminism*, bell hooks** • *This is Water*, David Foster Wallace • "A Good Man is Hard to Find," Flannery O'Connor • ***The Alchemist*, Paolo Coehlo** • Selected documentary films: ***Jiro Dreams of Sushi***, *Bill Cunningham New York*, *Free Solo*

Interdisciplinary Connections	6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.2.12.CivicsPI.6.a Evaluate civic participation and democratic processes in different nations. VPA1.5.12prof.Re7a

	VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

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	● 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 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

	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 student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms

Unit 5 : What Do I Owe?: Society and Responsibility

Unit Description/Overview: In this unit, students will explore, as contemporary philosopher T.M. Scanlon writes, "what we owe to each other." In other words, the responsibility that an individual agent owes to the society in which they live, if any such responsibility exists. Through critical readings of pivotal texts in the field of social philosophy, egotism, and utilitarianism, students will confront vastly disparate interpretations of an individual's obligation beyond their own individual existence.

Approximate time frame: 4-5 weeks

Essential Questions	• What is the individual's responsibility to other people? How has this understanding changed throughout time? • Should an individual avoid, or embrace, selfishness? Should we be altruistic, or should we prioritize our own existence over others? • What social contracts have we entered into by agreeing to live in a society? What should be the penalty, if anything, for a violation of that contract?

NJSLA Standards	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. • RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). • RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). • RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. • 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. • RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. • RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric,

	analyzing how style and content convey information and advance a point of view. ● 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).
Student Learning Objectives	● Students will understand how great writers, philosophers, and thinkers have confronted the question of social and communal obligation across time. ● Students will develop their understanding of the key components of social or civic philosophy, specifically as it pertains to their individual responsibilities to a broader collective. ● Students will demonstrate their understanding of the "social contract," its implications, and its limitations, through a development of their own social code.
Formative and Summative Assessments	Reading quizzes **(F/S)**, book talks **(F/S)**, Socratic seminars **(F/S)**, line-tossing activities **(F)**, choral readings **(F)**, improvisational activities **(F)**, unit exams **(S)**, projects **(F/S)**, presentations **(F/s)**, research tasks **(F/S)**, jigsaw presentations **(F)**, Reader's Responses (RRs) **(F)**, class discussions **(F)**, discussion/reaction posts **(F)**, Canvas journals **(F/S)**, Padlet postings **(F)**, group work **(F/S)**, synthesis writing (**S)**, timed writing **(F/S)**, vocabulary and grammar quizzes, **(F/S)** Membean **(F/S)**, IXL **(F/S),** 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	● *The Metamorphosis*, Franz Kafka ● "The White Heron," Sara Orne Jewett ● "No Man is an Island," John Donne ● "The Social Contract" (excerpt), Jean-Jacques Rousseau ● *Utilitarianism* (excerpts), John Stuart Mill ● Selected texts on the concept of the "panopticon" (Bentham, Foucault) ● *Late Migrations: A Natural History of Love and Loss*, Margaret Renkl ● *Lest Innocent Blood be Shed*, Phillip Hallie ● "The Drowning Child and the Expanding Circle," Peter Singer

	• "What We Owe to Each Other," T.M. Scanlon • The Book of Job, *various editions* • "The Virtue of Selfishness" Ayn Rand

Interdisciplinary Connections	6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.2.12.CivicsPI.6.a Evaluate civic participation and democratic processes in different nations.
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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

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	**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	**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 starters • Extended time to complete

	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	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	• Flexible Grouping • Jigsaw activities	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

Unit 6: The Eternal Conversation (Final Project)

Unit Description/Overview: In this unit, students will consider, as the brilliant polymath Leonardo da Vinci once wrote, "how everything connects to everything else" through an exploration of a common philosophical question, tenet, or value as interpreted by three distinct thinkers (philosophers, writers, artists,) identifying their commonalities and divergences, and ultimately reflecting upon where they, the student, stands on this concept.

Approximate time frame: 2-3 weeks	
Essential Questions	● How and why do certain thoughts, ideas, and perspectives persist throughout time? ● How do we reconcile differences between individual philosophers regarding certain key beliefs or theories of philosophy? ● How can we as philosophers develop our own philosophical framework while honoring the contributions of those who came before us? ● How can we eloquently and clearly share our philosophies with others?
NJSLA Standards	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. RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. 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.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. RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. 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).
Student Learning Objectives	• Students will demonstrate a comprehensive understanding of a common philosophical concept and trace its development across time and place. • Students will recognize how different thinkers have interpreted core philosophical questions and concepts differently from one another, and their potential motivations in doing so. • Students will generate a self-guided study and reflection of this work and share their findings with their colleagues in a clear, logical, and engaging manner.
Formative and Summative Assessments	Group check-ins for research **(F)**, group notes **(F/S)**, multimedia group presentation **(S)**, class discussions **(F)**, discussion/reaction posts **(F/S)**, Canvas journals **(F)**, Padlet postings **(F)**, synthesis writing **(S)**, timed writing **(F/S)**, vocabulary and grammar quizzes **(F/S)**, Membean **(F/S)**, IXL **(F/S),** 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	Texts to be determined based on independent student focus and may be curated from any unit in this curriculum, or may be found externally (with approval from appropriate stakeholders as the circumstance warrants.)

Interdisciplinary Connections	6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.2.12.CivicsPI.6.a Evaluate civic participation and democratic processes in different nations.
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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

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 work during independent work time ● Assist students with long and short term planning of assignments	**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 determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction	**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 starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic

	• 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	• Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		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

WRITING UNITS—GRADE 12

Writing Unit 1: Argumentative Writing (Literary Analysis)

Unit Description/Overview

In this unit, students are introduced to lenses and literary theory as they read short stories and poetry. Students begin the unit by visualizing the texts that they read. Then, students consider the elements of story and how the structure of narratives impact the reader's understanding of their meanings. After that, students read poetry and look at how the structure and style of poems shape their interpretations. Throughout this unit, students read sample close readings and sample student

responses and essays. At the end of the unit, students will compose a literary analysis essay using the lenses and/or literary theory to argue about a text's (or multiple texts') meaning.

Approximate time frame: 4-6 weeks

Essential Questions	● How do we perform literary analysis? ● How can we explicate texts? ● How do we use lenses to derive meaning from a text? ● How can we understand poetry?
Student Learning Objectives	● Explicate texts ● View texts through different lenses to determine the texts' meanings ● Craft arguable theses ● Discover patterns and themes within a text ● Find evidence to support their interpretations of the text
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.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. .

Formative and Summative Assessments	<u>Formative:</u>
	● "Draw Me a Picture" activity *The Pocket Instructor — Literature: 101 exercises for the college classroom* p.287
	● "Questions for Responsive Reading and Writing" *The Bedford Introduction to Literature 8th Ed* p.48-50
	  ○ Sample student response and drafts of essays on p.50-66
	● Read teacher selection of chapters 4-8, 10, & 13 in *Beginning Theory: An Introduction to Literary and Cultural Theory*
	  ○ Each chapter introduces terminology and explicitly explains how to use each specific theory
	● *The Bedford Introduction to Literature 8th Ed.* p.376-387
	  ○ Read "A&P" by John Updike (p.753-57) and "Summer" by David Updike (p.376-380)
	  ○ Answer "Considerations for Critical Thinking and Writing" p.380
	  ○ Read and examine:
	  ■ "Questions for Writing: Developing a Topic into a Revised Thesis" p.381

	■ "A Sample Brainstorming List" & "A Sample First Thesis" p.382 ■ "A Sample Revised Thesis" p.383-384 ■ "A Sample Student Response" p.385-387 ● *The Bedford Introduction to Literature 8th Ed.* p.774-780 ○ Read "Oh, Oh" by William Hathaway & "A Sample Close Reading" p.774-776 ○ Read "Catch" by Robert Francis & "A Sample Student Analysis: Tossing Metaphors Together in 'Catch'" p.776-780 ● *The Bedford Introduction to Literature 8th Ed.* p.804-806 ○ Read poetic songs by Bruce Springsteen, "You're Missing" and Kayne West "My Way Home" and answer "Considerations for Critical Thinking and Writing" ● Read & explicate "Sonnet: Lift no the painted veil which those who live" by Percy Bysshe Shelley *The Norton Field Guide to Writing with Readings and Handbook* p.206-7 ● Read "Metaphor and Society in Shelly's 'Sonnet'" by Stephanie Huff *The Norton Field Guide to Writing with Readings and Handbook* p.207 and compare it to their explication <u>Summative:</u> Literary Analysis Essay ● 4-6 pages (1000-1500 words) ● MLA formatting ● Argues about the meaning of a text or multiple texts using one or more lenses/theories
Required/ Suggested Resources	Required Resources: ● *The Norton Field Guide to Writing with Readings and Handbook* p.206-215 ● *The Bedford Introduction to Literature (8th Ed.)* ● *Beginning Theory: An Introduction to Literary and Cultural Theory (3rd Edition)* by Peter Barry Suggested Resources: ● *The Pocket Instructor — Literature: 101 exercises for the college classroom* ed. by Diana Fuss & William A. Gleason ● Model Close Reading and Essay about Fiction ○ "A Rose for Emily" by William Faulkner ○ William Faulkner "On 'A Rose for Emily'" p.102 of *The Bedford Introduction to Literature (8th Ed.)* ○ "An Annotated Section of 'A Rose for Emily" p.104-105 of *The Bedford Introduction to Literature (8th Ed.)*

	○ Sample Student Response: "Conflict in the Plot of Faulkner's 'A Rose for Emily'" p.106 of *The Bedford Introduction to Literature (8th Ed.)* ○ "'One of us…': Concepts of the Private and the Public in 'A Rose for Emily'" by Willow D. Crystal p.791 of *The Norton Field Guide to Writing with Readings and Handbook* ● Model Student Essays about Poetry ○ "I, Too" by Langston Hughes ○ "'They'll See How Beautiful I Am': 'I, Too' and the Harlem Renaissance" by Irene Morstan p.796 of *The Norton Field Guide to Writing with Readings and Handbook* ○ "The Use of Force" William Carlos Williams p.826 of *Elements of Argument: A Text and Reader 8th Edition* ○ "Conflicts in 'The Use of Force'" by Jennifer Rampolla p.830 of *Elements of Argument: A Text and Reader 8th Edition* **CP ENGLISH IV additions for Analysis/Argument essay:** ● *"In a Grove"* by Ryunosuke Akutagawa. [short story] ● "Girl" by Jamaica Kincaid [short story] ● "*Dead Men's Path"* by Chinua Achebe [short story] ● "*And of Clay We are Created"* Isabel Allende ● "*Was it a Dream"* ● Additional poems, short stories, and excerpts for analysis chosen from ENG IV Reading curriculum Model Student Essays ● AI Generated Exemplar and non exemplars for analysis essay

Interdisciplinary Connections	6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources.

Career Readiness, Life Literacies, and Key Skills	VPA9.4.12.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).

Writing Unit 2: Narrative Writing

Unit Description/Overview

In this unit, students are introduced to narrative techniques. Students begin the unit by reading, analyzing, and critiquing mentor texts. Then, students consider one topic of personal interest to write about. After that, students will use their own experience to drive their stylistic choices in their reflective writing. At the end of the unit, students will develop an essay about an artifact of relevance. They will retrace routes and experiences, conveyed through a personal "voice" in writing through punctuation, diction, syntax, and figurative language.

Approximate time frame: 4-6 weeks

Essential Questions	● How can a writer tailor their purpose to an audience when drafting a piece of writing? ● How can a writer create voice, both personally and in the characters they write about, through figurative language and other stylistic techniques? ● How can one use personal narrative to convey their identity and convictions?
Student Learning Objectives	● Read, analyze, and critique mentor texts ● Write in response to a variety of personal narrative prompts with a specific and nuanced voice ● Choose one topic of personal interest to drive stylistic choices in reflective writing ● Develop an essay about an artifact of relevance ● Retrace routes and experiences, conveyed through a personal "voice" in writing through punctuation, diction, syntax, and figurative language
Standards	W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Formative and Summative Assessments	<u>Formative:</u> Triptych — in 3 columns, students describe an object and explain how they interact with it and how others interact with it. –narrative script- student selected topic music and images selected to reflect understanding of copyright; images and video from the web should not be more than 10% of video –analyze student samples and exemplars <u>Summative:</u>

	MLA or APA format 1,000-1,500 words Personal Storytelling Artifact Essay Using sensory observation, study an artifact as deeply as you can. Write a narrative ("story") that captures your encounter with the artifact. Exemplar – Video Essay [5 minutes]
Required/ Suggested Resources	"Ode to My Socks" Pablo Neruda "How to Write a 100-Word Narrative: A Guide for Our Tiny Memoir Contest" NYT Learning Network "From The Secret Life of Objects: Memoir" Dawn Raffel "How to Video Essays" by Greer Fyfe and Miriam Ross Video Essay Exemplars

Interdisciplinary Connections	VPA9.4.12.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).
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	● Provide opportunities for repetition and practice	● Provide opportunities for project based learning ● Provide opportunities for independent	Using images and other visual aids to support understanding of concepts ● Kinesthetic learning experiences (manipulatives,

	• 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	• 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	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

Writing Unit 3: Expository Writing

Unit Description/Overview

In this unit, students will create a research study by drawing relevant thematic connections between multiple perspectives. Students will compose a research question, conduct research, and analyze, evaluate, and select evidence to develop an argument. Students will consider objections, implications, and limitations. The research study should aim to fill a gap in the research and offer topics for further investigation. Sources will be cited using MLA or APA formatting.

Approximate time frame: 4 weeks

Essential Questions	● How can we use data and research to influence the historical and societal narrative surrounding a topic? ● How can we construct research questions to guide a research topic?
Student Learning Objectives	● Create a research study centered in united research questions, theoretical framework, and major topics ● Create a research study that brings forth something new to the reader by filling a gap in the literature ● Cite sources and format research using APA 7th edition or MLA 8th edition
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.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).

Formative and Summative Assessments	You must identify a research question prompted by analysis of your topic. Your sources should be thematically linked. Students will gather information from a range of additional sources to develop and refine an argument. This should lead to a solution that answers your research question. and revise your argument. <u>Formative:</u> Investigate initial research topic with relevant thematic links Determine various perspectives on your topic Research question brainstorming Thematic link reflective writing peer-editing /writers workshop Students will use AI to generate research questions, a resource list, and outline. Students will access and cite at least 2 peer reviewed articles Students will use AI to generate feedback on rough drafts based on a rubric and make revisions as needed. <u>Summative:</u> Research Paper 2,000 words 1000-1200 words Read and analyze materials to identify thematic connections among sources and possible areas for inquiry.
Required/ Suggested Resources	PUSH-IN LESSONS FROM THE LIBRARIAN on research, information literacy and media literacy skills.

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.

	HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources.
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).

Writing Unit 4: Digital Writing

Unit Description/Overview

In this unit, students will transform a previous written product into a digital performance (website, infographic, etc.). Students will adhere to the conventions of the current genre while maintaining the message/content of the previous performance. Students will integrate media (pictures, video, audio, gifs, etc.) into their revised performances.

Approximate time frame: 2-4 weeks

Essential Questions	● How does one rework a piece of writing to suit the needs of their current and specific audience? ● How does a writer boil down their performance to one singular message? ● How do visual components (video, graphics, photos, etc.) benefit the writer in communicating a condensed form of a written performance? ● What digital tools allow writers to communicate with various audiences?

Student Learning Objectives	● Evaluate a past piece of writing and condense to share information with a specific audience ● Choose digital tools that effectively support communicating information in a new way ● Compose a digital product that enhances the writer's message through multimedia
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.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).
Formative and Summative Assessments	Formative: ● Elevator Story (Boston University) ● 3 Minute Movie That Reimagines A Text Essay (CUNY Composition Community) Summative: Transform the research paper into a Google Site or other digital format that condenses the essay into easy to process multi-modal digital content for an audience of teens. See research paper under “Expository”
Required/ Suggested Resources	● Multimodal Projects & Digital Composition Tools (Purdue OWL) ● Adobe Express, Canva, Piktochart, or StoryboardThat for creating infographics ● Multimedia Guide from Ole Miss (has helpful digital tools for any multimodal project) ● “What is Multimodal Composition?” (Arizona State University) ● The New York Times’ Graphics Desk ● The Upshot by The New York Times ● Visual Rhetoric (Purdue OWL) ● Digital Writing and Research Lab’s Lesson Plans

Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints.
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). 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	● Provide opportunities for repetition and practice	● Provide opportunities for project based learning ● Provide opportunities for independent	Using images and other visual aids to support understanding of concepts ● Kinesthetic learning experiences (manipulatives,

	• 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	• 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	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

SPEAKING & LISTENING

Unit Description/Overview The purpose of this unit is to review and expand upon speaking, listening, and presenting skills studied in grade eleven. 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 continue to build upon their understanding of source-credibility, further exploring how to establish their own credibility as speakers. Students will continue to incorporate multimedia into their presentations, as they synthesize multiple sources and mediums. Building upon their skills from grade eleven, students will continue to evaluate multiple components of speakers' presentations, considering and evaluating 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 employ active listening skills in a variety of contexts? ● 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 convey the credibility to our audience? ● How do we establish credibility as speakers, and why is credibility important? ● Why should we use digital media in presentations; how does doing so enhance our arguments and 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 ● Adjust our speech, rhetoric, and presentations to a variety of audiences and contexts
Standards	SL.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.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.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.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.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.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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
	● *Suggested topics:*
	  ● Book talks
	  ● Grammar Presentations
	
	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."
	
	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
	
	3-5 minute individual presentation based on Independent Reading Experience (four years)
	● *Suggested topics:*
	  ○ Reflection on reading progress
	  ○ Reader identity
	  ○ Future reading plans
	  ○ Synthesis of multiple IR books into theme/genre

	CULMINATING GRADED TASKS: Presentation of Virtual Gallery (derived from research paper) ● Research must be evident in presentation 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 *Facing History and Ourselves)* How to Conduct a Harkness Model Discussion /Resources Suggested Socratic Seminar Rubric (Standard-based) Evaluating the Credibility of Sources (via Columbia University) *The Naked Presenter* by Garr Reynolds Presentation Zen

GRAMMAR & LANGUAGE

Unit Description/Overview: The purpose of this unit is to improve students' grade-appropriate grammar skills to use in their writing and speaking. They will continue to 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 12 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. C. Recognize spelling conventions. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of

	speech (e.g., conceive, conception, conceivable). C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
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 for skills listed above ● 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

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