**High School**

**Language Arts Grade 11: AP Language and Composition**

**Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS**

**LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton**

**Superintendent**

**Denise Cleary**

**Assistant Superintendent**

**Dr. Patricia Tartivita**

**Supervisor of Secondary Language Arts**

**The Linden Board of Education adopted the Curriculum Guide on:**

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| **August 26, 2021** |  | **Education – Item # 9** |
| **Date** |  | **Agenda Item** |
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| **Rationale**  **Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.** | | |

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

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**Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students.

**Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden’s diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

**Language Arts Department Vision**

Think Critically. Read Widely. Write Effectively. Speak Thoughtfully.

**Language Arts Department Mission Statement**

The mission of the Linden Public Schools Language Arts Department is to develop lifelong learners who are inquisitive, engaged, and reflective. Our goal is to foster literacy skills for reading, writing, speaking, and listening. Through a collaborative approach and rigorous curriculum, we promote every student’s creativity, empathy, and self-worth. The students we educate will be effective communicators, equipped to succeed in a global community.

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**Course Description**

Language Arts are the abilities that enable one to think and express ideas logically and creatively; understand and participate meaningfully in spoken, written, and non-verbal communication; formulate and answer questions; and search for, organize, evaluate and apply information. The program is aligned with the New Jersey Student Learning Standards for Language Arts Literacy. The Language Arts program provides inclusion teachers in some classes to help students academically. Honors classes are offered in sixth, seventh and eighth grades as part of the Gifted & Talented Program at the middle school level. Students will be required to complete a research paper and outside reading. There is also a required capstone project.

**Course Instructional Materials**

* *The Bedford Reader*
* *Everything’s An Argument*
* AP Classroom on ETS Website
* Non-fiction texts, podcasts and TED Talks
* Capstone summative project
* Grade level novels

**Standards and NJDOE Mandates Guiding Instruction**

* 1. New Jersey Student Learning Standards
  2. Amistad Commission Mandates…

(specific topics are identified where appropriate within each unit)

* the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African‐Americans to our society
* evidence is found in all grade‐bands in the district’s K to 12 Language Arts, [e.g., units about slavery, civil rights)
* Resources available at: <http://www.njamistadcurriculum.net>
  1. Holocaust Commission Mandates…

(specific topics are identified where appropriate within each unit)

* + - the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
    - the implementation of this mandate will be found in the district’s K to 12 Language Arts curricula
    - Resources available at: <https://www.nj.gov/education/holocaust/index.shtml>
  1. History of disabled and LGBT persons included in middle and high school curriculum
* 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.
* Resources at: <https://www.lgbtqhistory.org/lesson-plans/>
  1. Diversity, Equity, and Inclusion Mandate…
     + Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.
     + Resources available at: <https://www.welcomingschools.org>
  2. Asian American and Pacific Islanders Mandate
* A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards.
* Resources available: <https://asianamericanedu.org>

**Other General Interdisciplinary Connections / Materials**

(specific materials are referenced within each unit, where applicable)

* History: Historical implications of the works being studied
* Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
* Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
* Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

**Pacing Guide**

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| **First**  **Marking Period**  **September 1 to November 15** | **The Author, The Audience and the Power of Evidence (Unit 1)**  **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Second**  **Marking Period**  **November 16-January 31** | **Reading and Research for Argumentation (Unit 2)** **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Third**  **Marking Period**  **February 1-April 5** | **Style, Voice and Diction (Unit 3)** **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10** |
| **Fourth**  **Marking Period**  **April 6-June 22** | **Satire & Humor/ College & Career Study (Unit 4)**  **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10**  **CAPSTONE PROJECT** |

**Vertical Integration – Discipline Mapping**

The eleventh-grade AP Language and Composition curriculum falls in the second half of the high school experience.  In the Language Arts Curriculum, what is learned in one lesson prepares students for the next lesson. It establishes skills and knowledge which are used and further developed across the whole program of study. In this way, basic skills and knowledge are both developed and reinforced as other elements are introduced. This method of teaching is both structured and progressive, focusing on building to advanced levels of knowledge. At the end of the course, students are prepared for the AP Exam, twelfth grade English classes, and college-level work.

**Accommodations, Modifications, and Teacher Strategies**

(specific recommendations are made in each unit, where applicable)

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| **Instructional Strategies**   * Teacher Presentation * Student Presentation * Class Discussion * Socratic Discussion * Reading for Meaning * Inquiry Design Model * Interactive Lecture * Interactive Notetaking * Compare and Contrast * Research Based * Problem Based * Project Based   **504 Plans**  Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:   * walk, breathe, eat, or sleep * communicate, see, hear, or speak * read, concentrate, think, or learn * stand, bend, lift, or work   Examples of accommodations in 504 plans include:   * preferential seating * extended time on tests and assignments * reduced homework or classwork * verbal, visual, or technology aids * modified textbooks or audio-video materials * behavior management support * adjusted class schedules or grading * verbal testing * excused lateness, absence, or missed classwork * pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy | **Gifted and Talent Accommodations and Modifications**   * Allow for further independent research on topics of interest related to the unit of study * Advanced leveled readers and sources * Increase the level of complexity * Decrease scaffolding * Variety of finished products * Allow for greater independence * Learning stations, interest groups * Varied texts and supplementary materials * Use of technology * Flexibility in assignments * Varied questioning strategies * Encourage research * Strategy and flexible groups based on formative assessment or student choice * Acceleration within a unit of study * Exposure to more advanced or complex concepts, abstractions, and materials * Encourage students to move through content areas at their own pace * After mastery of a unit, provide students with more advanced learning activities, not more of the same activity * Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas | **Special Education and At-Risk Accommodations and Modifications**   * Focus on concept not details * More visual prompts * Leveled readers and teacher annotated sources * Timelines and graphic organizers * Remove unnecessary material, words, etc., that can distract from the content * Use of off-grade level materials * Provide appropriate scaffolding * Limit the number of steps required for completion * Time allowed * Level of independence required * Tiered centers, assignments, lessons, or products * Provide appropriate leveled reading materials * Deliver the content in “chunks” * Varied texts and supplementary materials * Use technology, if available and appropriate * Varied homework and products * Varied questioning strategies * Provide background knowledge * Define key vocabulary, multiple-meaning words, and figurative language. * Use audio and visual supports, if available and appropriate * Provide multiple learning opportunities to reinforce key concepts and vocabulary * Meet with small groups to reteach idea/skill * Provide cross-content application of concepts * Ability to work at their own pace * Present ideas using auditory, visual, kinesthetic, & tactile means * Provide graphic organizers and/or highlighted materials * Strategy and flexible groups based on formative assessment * Differentiated checklists and rubrics, if available and appropriate | **English Language Learners Accommodations and Modifications**  **HMH Into Literature has specific English Learner Support for every unit. Examples include:**  **Practice Academic Vocabulary (Unit 1)**  **Provide Definitions (Unit 1)**   * Focus on concept not details * More visual prompts * Leveled readers and teacher annotated sources * Guided notes with highlighted words and concepts * Use of Merriam-Webster’s ELL dictionary * Timelines and graphic organizers * Remove unnecessary material, words, etc., that can distract from the content * Use of off-grade level materials * Provide appropriate scaffolding * Limit the number of steps required for completion * Time allowed * Level of independence required * Tiered centers, assignments, lessons, or products * Provide appropriate leveled reading materials * Deliver the content in “chunks” * Varied texts and supplementary materials * Use technology, if available and appropriate * Varied homework and products * Varied questioning strategies * Provide background knowledge * Define key vocabulary, multiple-meaning words, and figurative language. * Use audio and visual supports, if available and appropriate * Provide multiple learning opportunities to reinforce key concepts and vocabulary * Meet with small groups to reteach idea/skill * Provide cross-content application of concepts * Ability to work at their own pace * Present ideas using auditory, visual, kinesthetic, & tactile means * Provide graphic organizers and/or highlighted materials * Strategy and flexible groups based on formative assessment * Differentiated checklists and rubrics, if available and appropriate |

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| **Unit #1**  **The Author, The Audience and the Power of Evidence** |
| **Overview** |

This unit will begin with a study of rhetorical devices and the rhetorical situation. By closely analyzing a variety of non-fiction texts, students will learn how authors develop an argument with evidence and commentary. The writing focus is the rhetorical analysis essay.

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| **STAGE 1**  **Desired Results** |

**Essential Question…**

* How do authors use rhetorical strategies to achieve a purpose in writing and argumentation?

**POWER STANDARDS** (Commonly Assessed)

**Reading and Literature**

**Key Ideas and Details**

**RL/RI.11-12.1.** Accurately cite strong and thorough textual evidence (e.g., via discussion, written response, etc.) to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**Craft and Structure**

**RL/RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g. how Madison defines faction in Federalist No. 10).

**Production and Distribution of Writing**

**W.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.

**W.11-12.9**. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

**Presentation of Knowledge and Ideas**

**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.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Knowledge of Language**

**L.11-12.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

#### **SUPPORTING STANDARDS: STANDARDS/CUMULATIVE PROGRESS INDICATORS:**

**RL/RI.11-12.2**

**RL/RI.11-12.3**

**RL/RI.11-12.6**

**RL/RI.11-12.7**

**RL/RI.11-12.9B**

**RL/RI.11-12.10**

**W.11-12.9B**

**W.11-12.10**

**SL.11-12.2**

**L.11-12.2**

**Grades 9-12 Sample Career Readiness, Life Literacies, and Key Skills for Unit 1:**

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

TECH.9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

TECH.9.4.12.DC.8 Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

TECH.9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

TECH.9.4.12.IML.6 Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity(e.g., NJSLSA.SL5).

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

TECH.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).

TECH.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).

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

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

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

TECH.9.4.12.DC.6 Select information to post online that positively impacts personal image and future college and career opportunities.

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

WRK.9.2.12.CAP.11 Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.

WRK.9.2.12.CAP.4 Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

WRK.9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

**Students will know how to and be able to...**

* Analyze an author’s argument in non-fiction text
* Make inferences
* Use Aristotle’s rhetorical triangle to analyze text
* Analyze rhetorical devices in text
* Write a rhetorical analysis essay
* Annotate non-fiction text
* Determine author’s purpose
* Cite evidence and provide commentary
* Create dialectical journal entries
* Identify audience

**New Jersey Department of Education - State Instructional Mandates Samples from Unit 1:**

Topics that address the Amistad Commission Mandate…

*A Letter to Teachers*: James Baldwin (Social Studies Standard 6.1.2CivicsPr.4)

*Mother Tongue* by Amy Tan (Social Studies Standard 6.2.8History UP.3.a)

Topics that address the Holocaust Commission Mandate…

*The Armenian Genocide* documentary (Social Studies Standard 6.2.HistoryUP.1)

Topics that address the LBGT and Special Needs Mandate…

SEL: [Students Cope with Stress](https://newsela.com/read/schools-help-students-stress/id/38353/?search_id=06ab44e5-af36-422b-a41b-79b8f5a54a4b)

SEL: [How to Communicate Effectively](https://newsela.com/read/lib-how-to-communicate-effectively/id/40603/?collection_id=2000000398&search_id=658af531-96ec-45f1-9b81-7269abbf5510)

SEL: [Keeping Up with the Joneses](https://www.commonlit.org/en/themes/social-pressure/essential_questions/why-do-people-follow-the-crowd)

SEL: TedTalk- The Danger of a Single Story

Social Justice:[How to Plan a Protest](https://newsela.com/read/elem-how-to-plan-a-protest/id/43541/)

Social Justice: [First Hijab-Wearing Law Maker](https://newsela.com/read/first-hijab-wearing-muslim-knesset/id/2001011515/)

Social Justice: [Grassroots Activism in the US](https://newsela.com/read/lib-grassroots-activism/id/37403/)

Social Justice: [Quilting and Politics](https://www.readworks.org/article/Quilting-and-Social-Issues/53a1f3f8-9707-474f-b653-67253ac372e0#!articleTab:content/contentSection:51bfb143-6ce9-44fb-8f14-ed3e9f0dfc53/)

Social Justice: [First Woman Senator](https://www.readworks.org/article/Overcoming-Barriers/8b834eeb-bcd9-43e4-bb94-1e8daf5260d5#!articleTab:content/contentSection:53a04838-3db2-499c-b431-2f648b77c227/)

LGBTQ: [Laws Protect Transgender Students’](https://newsela.com/read/VA-law-transgender-students/id/2001006531/?search_id=0877e55c-5361-4109-99eb-cf072bd502f0) Rights

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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Closely read and annotate the text (questioning, determining importance, looking for  
  patterns) to extract quality evidence to support a claim
* Use evidence from the text to determine author’s purpose
* Make personal connections, connections to other texts, and/or global  
  connections, when relevant
* Gather evidence from the text to support inferences or explicit meaning
* Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
* Combine text information and prior knowledge (personal experience and/or  
  previous reading) to create new information in the form of inferences
* Evaluate the author’s effectiveness in creating an argument given the rhetorical situation
* Analyze the impact specific rhetorical devices have on the text

**Sample Student Strategies and Activities:**

* Three Before Me (*The Core Six*)
* Notice and Note
* Graphic Organizers (teacher made)
* Reading Log and Dialectical Journal
* RACE Strategy – Restate the question in your response; answer the question; cite textual evidence to support your answer; explain how the selected evidence supports your answer
* Reading for Meaning (*The Core Six*) Create a graphic organizer with claim statements to agree or disagree with. Select text evidence to support your thinking
* Modeled Discussions
* Participate in Collaborative Discussions
* Utilize Graphic Organizers to analyze texts (summarizing, central idea, NF text structure)
* *Link:* Teaching Channel: Thinking Notes Strategy For Close Reading
* *Link :*[Socratic Seminar: ReadWriteThink](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html)
* *Link:* [Levels of Thinking in Bloom’s and Webb’s Depth of Knowledge](http://www.ccresa.net/wp-content/uploads/2012/06/dok_blooms_comparison.pdf)
* Notice and Note Signposts - Practice close reading by using signposts to guide your thinking.
* Comprehension Checks
* Think- Pair- Share (*The Core Six*)
* Gather supporting evidence using a graphic organizer
* Write an introduction paragraph, including hook, background, title, author, genre, summary (TAG,) and thesis statement (claim).
* Cite evidence correctly following the MLA format.

**Sample Resources:**

A Letter to Teachers: James Baldwin

Unusual Normality: Ishmael Beah

*Into the Wild*: Jon Kraukauer

*Second Inaugural Address*: Abraham Lincoln

*To the Moon* Speech: John F. Kennedy

*Mother Tongue*: Amy Tan

AP Classroom resources

**Sample Formative Assessments:**

* Pause and Because… (*Tools for Thoughtful Assessment,*pg. 62)
* Somebody Wanted But So
* Response Log at the end of Unit 1 for each selection reading
* Selection Tests for Unit 1
* Rough Draft with Rubric
* Peer Edit Rubric Read Write Think
* Respond to the Essential Question
* Writing Frames (*Tools for Thoughtful Assessment*)
* Mapping (*Tools for Thoughtful Assessment*)
* ABC Summary
* Kagen Learning Chips: Review Chips
* Reading and Vocabulary Quizzes
* Edmentum Exact Path/Diagnostic

**Sample Summative/Alternative Assessments:**

* Write Rhetorical Analysis Essay
* Create an iMovie PSA on a Social Justice Topic
* Present a Film Critique

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**Unit Specific Interdisciplinary Connections / Materials:**

Topographical mapping and Survival Skills (Social Studies Standard 6.1.2SE.1)

(Social Studies Standard 6.3.2GeoGI.2)

**Unit Specific Multiple Intelligence Activities and Engagement**:

* Produce a podcast
* In-class debate

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Extended texts: *Walden* and other works by Henry David Thoreau
* Extended texts: student-chosen works by Ralph Waldo Emerson
* Conduct research and collaborate to synthesize information on transcendentalist philosophy

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Audio/Video Studio
* Oral Assessment
* Review Vocabulary
* Adapt the essay
* Draft the Essay
* Scaffolding by using modeling and graphic organizers with sentence stems
* Review and follow rules for grammar, punctuation, capitalization, spelling
* Review and utilize the Writing process:
* Brainstorm/prewrite
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies

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| **Additional Materials** |

**Digital Tools/Resources:**

* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Nearpod
* Kahoot
* Canvas

**Other Resources:**

* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies

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| **Unit #2**  **Reading and Research for Argumentation** |
| **Overview:** |

This unit will provide students with the opportunity to read a variety of texts to determine the author’s line of reasoning through the text’s organization and integration of evidence. Students will build their own arguments and respond to opposing arguments, using sources properly cited in MLA format.

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| **STAGE 1**  **Desired Results** |

**Essential Questions…**

* How do writers project their identity through authorial voice?
* How do authors use a text’s organization and integration of evidence to build an argument?

**POWER STANDARDS**(Commonly Assessed):

**Reading Literature**

**Key Ideas and Details**

**RL/RI.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**Craft and Structure**

**RL/RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**Production and Distribution of Writing**

**W.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.

**W.11-12.2.** Write informative/explanatory texts 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.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

**Speaking and Listening**

**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.

**Knowledge of Language**

**L.11-12.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

#### **SUPPORTING STANDARDS: STANDARDS/CUMULATIVE PROGRESS INDICATORS:**

**RI/RL.11-12.2**

**RL/RI.11-12.3**

**RL/RI.11-12.4**

**RL/RI.11-12.10**

**W11-12.4**

**W.11-12.5**

**W.11-12.6**

**W.11-12.7**

**W.11-12.10**

**SL.11-12.2**

**SL.11-12.3**

**SL.11-12.4**

**L.11-12.2**

**L.11-12.4**

**L.11-12.5**

**L.11-12.6**

**Grades 9-12 Sample Career Readiness, Life Literacies, and Key Skills for Unit 2**

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

TECH.9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

TECH.9.4.12.DC.8 Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

TECH.9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

TECH.9.4.12.IML.6 Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity(e.g., NJSLSA.SL5).

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

TECH.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).

TECH.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).

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

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

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

TECH.9.4.12.DC.6 Select information to post online that positively impacts personal image and future college and career opportunities.

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

WRK.9.2.12.CAP.11 Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.

WRK.9.2.12.CAP.4 Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

WRK.9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

**Students will know how and be able to...**

* Write a defensible claim for an argumentative essay
* Create a multimodal argument
* Analyze point of view, voice, and theme, and structure of non-fiction text
* Infer, make connections, and understand author’s purpose
* Identify audience and rhetorical devices
* Analyze tone and mood
* Create a multimodal presentation
* Participate in an in-class debate

**New Jersey Department of Education - State Instructional Mandate Samples from Unit 2:**

Topics that address the Amistad Commission Mandate…

*The Immortal Life of Henrietta Lacks:* by Rebecca Skloot (Social Studies Standard 6.1.2HistoryUP.3)

“The Case for Affirmative Action in College Admissions” NEA (Social Studies Standard 6.1.2CivicsPR.2)

Topics that address the Holocaust Commission Mandate…

Anti-Semitism Today: United States Holocaust Memorial Museum website (Social Studies Standard 6.1.12.CivicsHR.11.a)

Topics that address the LBGT and Special Needs Mandate…

SEL [Productive Disagreements](https://newsela.com/read/lib-pop-culture-productive-disagreement/id/39676/?search_id=465a9e0a-150b-4d46-8bb5-6598be0f9c04)

SEL [How to be Patient](https://newsela.com/read/lib-how-to-be-patient/id/40348/?search_id=8125a119-4db5-473d-a605-024f3b62ae22)

SEL TedTalk: [Ten Ways to have Better Conversation](https://www.youtube.com/watch?v=R1vskiVDwl4&feature=emb_title)

Social Justice: [Schools Monitor Students’ Internet Activity](https://www.readworks.org/article/New-Debate-Password-Protected/fcc99a08-fa43-4bc3-800d-066781fb0339#!articleTab:content/)

Social Justice: [A Monument for Peace](https://www.readworks.org/article/A-Monument-for-Peace/ff9c6106-807a-4ab3-a62a-b2d548e224a0#!articleTab:content/)

Social Justice TedTalk: [Weird, or Just Different?](https://www.youtube.com/watch?time_continue=2&v=1K5SycZjGhI&feature=emb_title)

LGBTQ: [Kindness is More Effective](https://newsela.com/read/ela-more-kindness/id/2000001681/?collection_id=2000000398&search_id=06eaa4d9-bfcb-4ec0-b4ca-6fe41b74399f)

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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Determine the purpose of a non-fiction text
* Explain the theme or central idea of a non-fiction piece using key details as evidence, including details from the beginning, middle, and end of the text
* Analyze the development of the theme or central idea over the course of a fictional text, including the relationship between characters, setting, and plot over the course of a text
* Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)
* Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
* Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
* Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
* Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
* Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
* Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)
* Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
* Write strong introductions and conclusions
* Organize an event sequence that unfolds naturally and logically

**Sample Student Strategies and Activities**

* Use a summarizing graphic organizer such as Someone Wants But So Then to develop complete and accurate summaries
* Use reflective journal to respond to texts
* Elements of Argument
* Evaluate Author’s Claims
* Color code a model text to indicate the parts of a short story or narrative.
* Post the essential question on an anchor chart. Refer to and respond to it throughout the unit
* Notice and Note
* Evaluate Details Organizer
* Summarize and Paraphrase Texts Chart
* Think Pair Share
* 4-2-1 Summarize Organizer (*Tools for Thoughtful Assessment*)
* Use graphic organizers to develop claim statement and gather evidence
* Model determining evidence to support a claim.
* Use graphic organizers to develop introduction and body paragraphs
* Analysis of claims and evidence
* Notice and Note
* Mapping (*Tools for Thoughtful Assessment*)
* “Winter One Hundred Land” Activity (see Canvas ELA Course)
* Create and Use Notecards to develop ideas and maintain focus during presentations
* Pair and Practice
* Adapt your Argument
* Present Labeled Drawings
* Gallery Walk (*Tools for Thoughtful Assessment*)
* Association Triangle(*Tools for Thoughtful Assessment)*

**Sample Resources:**

*The Great Gatsby:* F. Scott Fitzgerald

*The Immortal Life of Henrietta Lacks*: Rebecca Skloot

American Dream non-fiction texts:

“American Dream? Or Mirage?” Kraus, Davidai and Nussbaum

“The Transformation of the ‘American Dream’” Shiller

**Sample Formative Assessments:**

* Annotation logs
* Socratic Seminar
* Literature Circles
* AP Classroom on ETS Website
* Unit 2 Quizzes
* Response Log
* Because… (*Tools for Thoughtful Assessment*)**,** pg. 62)
* Argumentative letter outline/rough draft
* Comprehension Menus (*Tools for Thoughtful Assessment*)
* Explaining Solutions (*Tools for Thoughtful Assessment*)
* Kagan Learning Chips: Processing Chips
* Paired Presentation with Rubric (teacher created)
* Edmentum Exact Path

**Sample Summative/Alternative Assessments:**

* Unit 2 Test
* Write an Argumentative Essay
* Create a Multimodal Project
* Edmentum Benchmark

**Unit Specific Interdisciplinary Connections/Materials:**

*The Immortal Life of Henrietta Lacks* (Science Standard 6.1.2.Geo.HE.1)

**Unit Specific Multiple Intelligence Activities and Engagement:**

* Research project on race and health care: Interpreting numbers/Drawing Conclusions
* Pinwheel Discussion
* Create a graphic design/infographic

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Extended writing: Argumentative Research Paper

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Confirm Understanding
* Identify Sensory Details
* Adapt the essay
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies

**Digital Tools/Resources:**

* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Commonlit
* Nearpod
* Kahoot
* Canvas
* Quizlet

**Other Resources:**

* Grade Specific Novels (See Novel List)
* *Tools for Thoughtful Assessment* by Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies
* *Scope* Magazine

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| **Unit #3**  **Style, Voice and Diction** |
| **Overview:** |

This unit will examine how authorial voice is developed through choices made by the author to project their identity. Students will examine authorial voice in a variety of texts. Students will enhance the sophistication of their own writing through a study of the writing process. The writing focus will be a synthesis essay.

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| **STAGE 1**  **Desired Results** |

**Essential Questions:**

* How do authors project their identity and develop their authorial voice?
* How does the writing process enhance the sophistication of a writer’s prose?

**POWER STANDARDS** (Commonly Assessed):

**Reading Literature**

**Key Ideas and Details**

**RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Craft and Structure**

**RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

**Production and Distribution of Writing**

**W.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).

**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.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word 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.

#### **SUPPORTING STANDARDS: STANDARDS/CUMULATIVE PROGRESS INDICATORS:**

**RI.11-12.2**

**RI.11-12.5**

**RI.11-12.7**

**RI.11-12.10**

**W.11-12.4**

**W.11-12.5**

**W.11-12.6**

**W.11-12.7**

**W.11-12.10**

**SL.11-12.2**

**SL.11-12.3**

**L.11-12.1a-b**

**L.11-12.4a-d**

**Grade 9-12 Sample Career Readiness, Life Literacies, and Key Skills for Unit 3**

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

TECH.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).

TECH.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).

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

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

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

TECH.9.4.12.DC.6 Select information to post online that positively impacts personal image and future college and career opportunities.

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

**Students will know how and be able to...**

* Analyze and explain authorial voice
* Write a synthesis essay
* Analyze non-fiction texts
* Analyze digital texts
* Write a critique of ads and visual media
* Compare visual media
* Correctly spell commonly confused words
* Analyze structural elements

**New Jersey Department of Education -State Instructional Mandates Samples from Unit 3:**

Topics that address the Amistad Commission Mandate…

Learning to Read and Write: Frederick Douglass (Social Studies Standards 6.12CivicsCM3)

“What College Can Mean to the Other America” Mike Rose (Social Studies Standards 6.1.12.HistoryCC.16.b)

Topics that address the Holocaust Commission Mandate…

World Without Genocide resources (Social Studies Standards 6.3.12.CivicsHR.1)

Topics that address the LGBT and Special Needs Mandate…

* <https://www.tolerance.org/learning-plan/lgbt-understanding>
* SEL:[How to be a Good Friend](https://newsela.com/read/be-a-good-friend/id/40044/?search_id=4eb5e46a-8b3d-4d76-b584-79254dfb649a)
* SEL: [Empathy VS Sympathy](https://newsela.com/read/lib-difference-between-empathy-sympathy/id/38651/?search_id=35c3b507-4cf4-48c0-9647-08fdd8d9e759)
* Social Justice: [Star Wars and Diversity](https://newsela.com/read/star-wars-diversity/id/2000003860/?search_id=712b45fb-15f3-4c02-a61a-e257fb9648b3)
* “On Being a Cripple” by Nancy Mairs
* LGBTQ: [Pixar’s First Gay Protagonist](https://newsela.com/read/out-pixar-short/id/2001009900/?search_id=2da5dfb8-bb7b-4fd2-8ef5-2554e5d0c945)

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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Write an argument
* Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
* Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope
* Prepare a podcast
* Recognize how form relates to function and how a part relates to a whole
* Distinguish between different text structures
* Observe how the individual components of the text add to the development of the theme, setting, and plot
* Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text
* Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader
* Evaluate the effectiveness of the author’s choice
* Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
* A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
* B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
* C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
* D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
* Provide a conclusion that follows from the narrated experiences or events
* Engage and orient the reader by establishing a context
* Engage the reader with a story hook
* Introduce a narrator and/or characters
* Organize an event sequence that unfolds naturally and logically
* Use narrative techniques effectively to develop experiences, events, and/or characters
* Transition from one idea to the next by using appropriate words and phrases

**Sample Student Strategies and Activities:**

* Elements of Plot: Use a plot diagram chart (Freytag’s Pyramid) to teach the key parts of plot.
* Create a storyboard of a significant part of the text to show plot development.
* “We Got the Text’s Message” – Identify theme and provide evidence by creating a mock text chain to explain the theme of a story.
* Reading for Meaning strategy to find text evidence to support theme.
* Rhetoric Prompts
* Notice and Note
* Association Triangles (*Tools for Thoughtful Assessment***,**82)
* Close Reading
* Read closely and annotate the text using annotation symbols and note-taking.
* Write & Discuss
* Writing Studio
* Think-Pair-Share
* Create and Present
* Vocab’s CODE (*Core Six)*
* Association Triangle(*Tools for Thoughtful Assessment***,** pg. 82)
* Extreme or Absolute Language
* RACE strategy

**Sample Resources:**

LGBTQ: [Pixar’s First Gay Protagonist](https://newsela.com/read/out-pixar-short/id/2001009900/?search_id=2da5dfb8-bb7b-4fd2-8ef5-2554e5d0c945)

“Martian Metropolis”: Meg Thatcher

“Dark, They Were, and Golden-Eyed”: Ray Bradbury

The Crossover: Kwame Alexander

“What if I were Alone?”: William Stafford

“Ball Hawk”: Joseph Bruchac

“Get in the Zone: The Psychology of Video Game Design”: Aaron Millar

“It’s Not Just a Game!”: Lori Calabrese

**Sample Formative Assessments:**

* Analyze Visual Media and Ads
* Level Up Tutorials
* Response Log
* Because… (*Tools for Thoughtful Assessment***,** pg. 62)
* Quiz on compare/contrast signal words
* Show and Share (*Tools for Thoughtful Assessment*, pg. 203)
* Peer Editing with Writing Task rubric
* Paired Presentation with Rubric (teacher created)
* Critical Vocabulary Practice
* Response Logs for Unit 6
* Check Your Understanding
* Kagan Learning Chips: Discussion and Inference
* Rough draft of short story with rubric
* Rough draft of poem with rubric
* Rough draft of argument with rubric

**Sample Summative/Alternative Assessments:**

* Edmentum Benchmark Diagnostic
* Write a poem or short story
* Write or respond to an argument
* Create a Multimodal Presentation
* Unit 3 Test
* Create a podcast
* Analyze and Evaluate a podcast

**Unit Specific Interdisciplinary Connections/Materials:**

“Seven Minutes of Terror”-video by NASA (Science Standard ESS1.B)

**Unit Specific Multiple Intelligence Activities and Engagement:**

* Create a multimedia presentation
* Speak lines of poetry

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Analyze speaker
* Discuss the quotation
* Learning Mindset (Reading Studio)
* Extended Texts: “Let’s Aim for Mars”: Buzz Aldrin

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Audio/Video Studio
* Oral assessment
* Confirm understanding
* Discuss with a small group
* Review vocabulary
* Adapt the essay
* Draft the essay
* Scaffolding by using modeling and graphic organizers with sentence stems.
* Review and follow rules for grammar, punctuation, capitalization, spelling
* Review and utilize the Writing process:
* Brainstorm/prewrite
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies
* HMH Speaking and Listening Studio
* Learn Language Structures
* Oral Assessment
* Use Word Families
* Demonstrate Comprehension
* Genre Reformulation

**Digital Tools/Resources:**

* NearPod
* Newsela
* Turnitin
* Canva
* Edmentum Exact Path
* Kahoot
* Slido
* Canvas

**Other Resources**:

* Grade Specific Novels (See Novel List)
* *Tools for Thoughtful Assessment*-Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies
* *Scope* Magazine

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| **Unit #4**  **Satire & Humor/ College & Career Study** |
| **Overview:** |

This unit includes analyzing an author’s use of satire and humor to criticize perceived ills in society, with the unique purpose of spurring social reform and positive change. This unit will also provide an opportunity to evaluate the power media has to shape our view of the world and ourselves. Students will examine their own pathway to adulthood and focus on a personal statement for a college application. Students will also reflect on the year with the completion of a capstone project.

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| **STAGE 1**  **Desired Results** |

**Essential Questions:**

* How do authors use satire and humor to promote social reform by causing an audience to reflect on a negative aspect of society?
* How does the media shape our view of the world and ourselves?
* How do we make decisions for ourselves when we are bombarded by people trying to define us?
* What are the turning points that determine an individual’s pathway to adulthood?

**POWER STANDARDS** (Commonly Assessed):

**Reading and Literature**

**Key Ideas and Details**

**RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.5** Analyze how an author’s choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.

**RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Craft and Structure**

**RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**Informational Text**

**Key Ideas and Details**

**RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**Craft and Structure**

**Production and Distribution of Writing**

**W.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 prob-lem, 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.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Vocabulary Acquisition and Use**

**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.

**Conventions of Standard English**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

**L.11-12.6** 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **SUPPORTING STANDARDS: STANDARDS/CUMULATIVE PROGRESS INDICATORS:**

**RL.11-12.2**

**RI.11-12.4**

**RI.11-12.5**

**RI.11-12.6**

**RI.11-12.7**

**RI.11-12.9**

**RI/RL.11-12.10**

**W.11-12.1.A-E**

**W.11-12.5**

**W.11-12.7**

**W.11-12.8**

**W.11-12.9**

**SL.11-12.1A-E**

**SL.11-12.2**

**SL.11-12.3**

**SL.11-12.4**

**SL.11-12.6**

**L.11-12.1a-b**

**L.11-12.5**

**L.11-12.6**

**Grades 9-12 Career Readiness, Life Literacies, and Key Skills for Unit 4:**

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

TECH.9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

TECH.9.4.12.DC.8 Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

TECH.9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

TECH.9.4.12.IML.6 Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity(e.g., NJSLSA.SL5).

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

TECH.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).

TECH.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).

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

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

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

TECH.9.4.12.DC.6 Select information to post online that positively impacts personal image and future college and career opportunities.

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

WRK.9.2.12.CAP.11 Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.

WRK.9.2.12.CAP.4 Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

WRK.9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

**Students will know how and be able to…**

* Analyze the impact of specific word choice on meaning and/or tone
* Explain poetic devices used in text
* Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc.) on a particular section of a text
* Analyze why the author used a specific word choice or sound device
* Analyze the impact of a word choice or sound device on the reader
* Evaluate the effectiveness of the author’s word choice or sound device
* Engage in short research projects to answer a self-selected or teacher- assigned questions
* Develop research questions
* Determine keywords or topics for each question
* Search for informational sources in an effort to answer the question
* Compose follow-up research questions based on the initial search
* Explain quotations used as support to enhance meaning
* Research and synthesize information from several sources
* Conduct research and synthesize multiple sources of information
* Engage the reader with a story hook
* Introduce a narrator and/or character
* Establish a point of view and background story
* Organize an event sequence that unfolds naturally and logically
* Use narrative techniques effectively to develop experiences, events, and/or  
  characters
* Transition from one idea to the next by using appropriate words and phrases
* Use figurative language to aid in description
* Describe ideas by using sensory and specific language
* Complete a capstone project

**New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate…

“Theme for English B”: Langston Hughes (Social Studies Standard 6.2.E12)

“Letter from Birmingham Jail”: Martin Luther King, Jr. (Social Studies Standards 6.1.12.CivicsPD.14.a)

Topics that address the Holocaust Commission Mandate…

Ukrainian genocide: holodormormuseum.org (Social Studies Standards 6.1.12.HistoryCC.12.e)

Topics that address the LBGTQ and Special Needs Mandate…

* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>
* “Art student tries to help the homeless by redesigning their signs” By *Chicago Tribune*, adapted by Newsela staff
* Social Emotional Learning: [How to Write a Thank You Letter](https://newsela.com/read/ela-how-to-thank-you-note/id/2001008583/?search_id=de2b0220-c09e-4dbe-b9df-c05517a684f2)
* Social Emotional Learning: [I’d Rather Be...Poem](https://www.commonlit.org/en/texts/identity)
* Social Emotional Learning: [Practicing Empathy](https://www.education.com/lesson-plan/learning-how-to-practice-empathy/)
* Social Justice Topic: [Baking with Social Justice](https://newsela.com/read/teen-cookie-activist/id/2000000447/?search_id=31dfeb2a-41ed-482b-a065-82454f051cad)
* Social Justice Topic: [Protest Songs](https://newsela.com/read/protest-songs/id/6400/)
* Social justice Topic: [Hello, My Name Is - Identity](https://www.commonlit.org/en/texts/hello-my-name-is-______)
* LGBTQ: [Hallmark Same Sex Marriage](https://newsela.com/read/hallmark-commercial/id/2000003748/?search_id=424b16ae-7677-4996-8355-2c1af94685b3)

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| **STAGE 2**  **Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Analyze the impact of specific word choice on meaning and/or tone
* Analyze why the author used a specific word choice or syntax
* Analyze the impact of a word choice or syntax on the reader
* Evaluate the effectiveness of the author’s word choice or sound device
* Engage in short research projects to answer a self-selected or teacher- assigned questions
* Develop research questions
* Determine keywords or topics for each question
* Search for informational sources in an effort to answer the question
* Compose follow-up research questions based on the initial search
* Explain quotations used as support to enhance meaning
* Research and synthesize information from several sources
* Conduct research and synthesize multiple sources of information
* Present research findings
* Revise and edit a written piece for improvement
* Present a written piece

**Sample Student Strategies and Activities:**

* Research Project Planning Table
* Character Analysis
* Character Traits
* Character Development
* Dynamic vs. Stagnant Character
* Discussion: how setting impacts character and plot
* Notice and Note
* Dialectical Journal
* Numbered Heads Together
* Reading for Meaning (*Core Six*pg. 7)
* Response to writing prompts
* Constructed Response (*Tools for Thoughtful Assessment*- pg. 160)
* Interactive Note Making (*Tools for Thoughtful Assessment* **-** pg. 109)
* Inductive Writing
* Write an argument
* Cite evidence from the text to support original ideas. Use the RACE strategy
* Notice and Note
* Pair and Practice
* Vocabulary’s Code (*The Core Six)*
* Create and Discuss Word Networks for Critical Vocabulary
* VKR Chart
* Ice breaker activities
* Response to writing prompt
* Small group discussions
* Journaling

**Sample Resources:**

* “Frances Perking and the Triangle Factory Fire”: David Brooks
* “The Story of the Triangle Factory Fire”: Zachary Kent
* “Helplessly Hoping”: Steven Stills
* “A Bird Came Down the Walk”: Emily Dickenson
* “Craig Keilburger Reflects on working Toward Peace”: Craig Keilburger
* “It Takes a Child”: Judy Jackson
* When Stars are Scattered: Victoria Jameson and Omar Mohamed

**Sample Formative Assessments:**

* Quizzes
* Annotation logs
* Rough Draft with Rubric
* Create and Discuss: Write a Speech
* Kagan Learning Chips: Discussion and Review
* Somebody Wanted But So
* ABC Summary
* Exit Ticket
* Edmentum Exact Path

**Sample Summative Alternative Assessments:**

* CAPSTONE
* Unit 4 Test
* Write a research paper and present findings
* Write a Social Justice Commentary/Use verse to evoke feeling
* Write a College Essay/Personal Statement
* Present a podcast on Social Justice
* Edmentum End of Year Diagnostic

**Unit Specific Interdisciplinary Connections/Materials:**

“[The Science behind Fire](https://www.fs.usda.gov/features/science-behind-fire)” by Dominic Cumberland, U.S. Forest Service

(Science Standard HS-PS3-4)

**Unit Specific Multiple Intelligences Activities and Engagement:**

* Sketch to Stretch
* Stage a dramatic reading
* Use pictorial support
* Pantomime actions
* Perform/Recite a poem

**Unit Specific Gifted and Talented Accommodations and Modifications:**

* Write a character study
* Analyze how playwrights develop characters
* Write and set a poem to music
* Extended Texts: various poems by Emily Dickinson
* Explore differing perspectives
* Create and format a resume’/CV

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Comprehension check
* Describe a character
* Ask questions
* Text X-ray
* Reach charts
* Use cognates
* Oral assessment
* Time phrases and transitions
* Focus on figurative language
* Draft the short story/narrative
* Peer edit using a checklist
* One-to-One conference
* Chunk aspects of the Capstone
* Work in groups/pairs/alone
* Notice and Note strategies

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| **Additional Materials** |

**Digital Tools/Resources:**

* NearPod
* Newsela
* Turnitin
* Poetryfoundation
* Commonlit
* Edmentum
* Kahoot
* Canvas
* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>

**Other Resources:**

* Grade Specific Novels (See Novel List)
* *Tools for Thoughtful Assessment* by Harvey Silver