**High School**

**IB ENGLISH HL-12**

**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

504 Officer & District Anti-Bullying Coordinator

Annabell Louis – (908) 486-2800 ext. 8025; alouis@lindenps.org

Title IX Coordinator

Steven Viana (908) 486-7085; sviana@lindenps.org

Director of Special Education

Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

**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**

IB English HL is an intensive two-year program designed to encourage an appreciation of literary works of different periods, genres, styles, subjects, and meanings. Students should be highly motivated, and able to engage in close, detailed analysis of course content. IB students will be assessed in a variety of ways, such as oral and written assignments, internal and external assessments, research projects, and visual presentations. Students are also required to take the IB Higher Level English exam in May of their senior year. Students who do not take the IB Examination related to this course, will have their course grade weight revert to Honors rather than IB.

**Course Instructional Materials**

* Language A: literature guide (First assessment 2021)
* IB Learner Profile
* IB approved novels, drama, poetry, and non-fiction selections
* IB test material released items
* Edmentum Benchmarks
* Writing in Response to Reading Rubric and other IB modified rubrics

**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** | **Identity and Voice: Creativity (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** | **Identity and Voice: Perspective and Transformation (Unit 2)** **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10**  **HL Essay Submission** |
| **Third**  **Marking Period**  **February 1-April 5** | **Identity and Voice: Time and Space/Culture (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** | **Identity and Voice: Intertextuality and Communication (Unit 4)**  **Time Frame: 10 Weeks**  **7 Weeks Instruction**  **Unit Test Week 7**  **Reflection/Common Assessment Meeting Week 8**  **ReTeach/ReAssess Weeks 9-10**  **IB Exams: Paper 1 & Paper 2** |

**Vertical Integration – Discipline Mapping**

This curriculum follows IB English HL 11.  In this 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 their IB Exams and success in their studies after high school.

**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**  **Identity and Voice/Creativity** |
| **Overview** |

In this unit, students will focus on developing both personal and critical responses to the characteristics of different genres. Students will examine the impact of creativity on both reading and writing. Students will also contemplate the effects of imagination and originality in their response to a text.

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

**Essential Question…**

* What is the author trying to accomplish in this text and how does he/she achieve their goal?
* How does an artist create meaning?
* How are the arts experienced?

**POWER STANDARDS** (Commonly Assessed)

## **Reading Literature**

## **Key Ideas and Details**

**RL.11-12.3**.Analyze the impact of the author’s choices 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).

## **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.)

**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.

**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.

**RI.11-12.2.** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**Writing**

**Production and Distribution of Writing**

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

## **Research to Build and Present Knowledge**

**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.11-12.4** 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.11-12.3**.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. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

**L.11-12.4.**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, 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. 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.

D. 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).

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

#### **RL.11-12.1.**

**RL.11-12.2.**

**RL.11-12.10.B**

**RI.11-12.2.**

**W.11-12.3.A-E**

**W.11-12.6.**

**SL.11-12.1.A-D**

**L.11-12.1.A**

**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.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.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.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.

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.

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

**Visual and Performing Arts:**

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| TH.9-12.1.4.12acc.Re8b | Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations. |
| TH.9-12.1.4.12acc.Re7b | Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work. |
| TH.9-12.1.4.12acc.Cr3a | Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work. |
| TH.9-12.1.4.12acc.Pr5b | Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work. |
| TH.9-12.1.4.12acc.Cn11b | Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work. |

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

* Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama
* 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
* Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning
* Accurately cite strong and thorough textual evidence to support analysis of what the text says
* Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
* Construct meaning from a text without context
* Write an insightful and convincing analysis of textual features and/or authorial choices
* Effectively structure and organize our own writing
* Write clearly, effectively with a high degree of accuracy in grammar, vocabulary, and sentence construction
* Present information, findings and supporting evidence clearly, concisely, and logically.
* 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
* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

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

Topics that address the Amistad Commission Mandate…

* TED Talk: The Danger of a Single Story by Chimamanda Ngozi Adichie (Social Studies Standard SOC6.1.12.History.CC.13.a)

Topics that address the Holocaust Commission Mandate…

* 17 Moments In History that Inspired the Handmaid’s Tale (Social Studies Standard SOC 6.1.12.HistoryCC.16.b)
* When Stars are Scattered: Jamieson/Mohamed

Topics that address the LBGT and Special Needs Mandate…

* Pedro and Me: Friendship, Loss, and What I Learned: Winick
* The Curious Incident of the Dog in the Nighttime:Marc Haddon

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

**Sample SLO/WALTs:**

* Closely read the text (questioning, determining importance, looking for  
  patterns) to extract quality evidence to support a claim
* Use evidence from the text to make and check predictions as you read
* 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 determining the interactions between  
  character, setting, and plot
* Analyze the impact specific story elements have on the text

**Sample Student Strategies and Activities:**

* Reader’s Response Journal
* Socratic Seminar
* Graphic Organizers (teacher made)
* Reading Log
* 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)
* 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:**

The Handmaid’s Tale: Margaret Atwood

Things Fall Apart: Chinua Achebe

The Sailor Who Fell from Grace with the Sea: Yukio Mishima

**Sample Formative Assessments:**

* Reader’s Response Journal
* FAQ Sheets
* Complete close reading of a text by color-marking
* Pause and Because… (*Tools for Thoughtful Assessment,*pg. 62)
* 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*)
* Kagen Learning Chips: Review Chips
* Edmentum Exact Path/Diagnostic

**Sample Summative/Alternative Assessments:**

* Personal Narrative/College Application Essay
* Literary Analysis Essay
* Higher Level Essay
* Present a text commentary
* Paper #1/#2 Practice Essays

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**Unit Specific Interdisciplinary Connections / Materials:**

* 17 Moments In History that Inspired the Handmaid’s Tale (Social Studies Standard SOC 6.1.12.HistoryCC.16.b)
* 1984 Macintosh Commercial Analysis (Read Write Think)
* “The Scramble for Africa” (Common Lit)
* “Japan’s Quest for Empire” (Common Lit)

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

* Present a film critique of multiple versions of a text
* Produce a podcast
* Storyboards

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

* Extended texts: Heart of Darkness: Joseph Conrad
* Conduct research and collaborate to synthesize

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

* Extended time
* Guided notes
* Oral assessment
* Scaffolding by using modeling and graphic organizers with sentence stems; essay exemplars
* Review and follow rules for grammar, punctuation, capitalization, spelling
* Review and utilize the Writing process
* Brainstorm/prewrite
* Draft/revise/edit
* Conduct student/teacher conferences
* Peer Edit using a checklist

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| **Additional Materialss** |

**Digital Tools/Resources:**

* Edmentum Exact Path
* Edmentum Diagnostic
* CommonLit
* Newsela
* Nearpod
* Kahoot/Quizizz
* Canvas

**Other Resources:**

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

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| **Unit #2**  **Identity and Voice/Perspective and Transformation** |
| **Overview:** |

In this unit, students will focus on developing both personal and critical responses to the characteristics of different genres. Students will examine the impact of creativity on both reading and writing. Students will also contemplate the effects of imagination and originality in their response to a text. In addition to these skills, in this unit students will continue to strengthen their writing in preparation for submission of the Higher-Level Essay. The process of writing this essay requires students to develop their own line of inquiry on a chosen text and write a 1200–1600-word essay that analyzes and evaluates the impact of authorial choices. Students are challenged to draft, edit, and revise with the guidance of their teacher.

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

**Essential Questions…**

* How does inquiry shape perspective?
* How does change happen?
* How can change affect perspective?
* What is the author trying to accomplish in this text and how does he/she achieve their goal?

## **POWER STANDARDS**(Commonly Assessed):

## **Reading Literature**

## **Key Ideas and Details**

**RL.11-12.3**.Analyze the impact of the author’s choices 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).

## **Craft and Structure**

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**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.

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**Writing**

**Production and Distribution of Writing**

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## **Research to Build and Present Knowledge**

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## **Presentation of Knowledge and Ideas**

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**L.11-12.3**.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. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

**L.11-12.4.**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, 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. 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.

D. 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).

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

#### **RL.11-12.1.**

**RL.11-12.2.**

**RL.11-12.10.B**

**RI.11-12.2.**

**W.11-12.3.A-E**

**W.11-12.6.**

**SL.11-12.1.A-D**

**L.11-12.1.A**

**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.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.

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

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

**Visual and Performing Arts:**

|  |  |
| --- | --- |
| TH.9-12.1.4.12acc.Re9a | Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. |
| TH.9-12.1.4.12acc.Cr1a | Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work. |
| TH.9-12.1.4.12acc.Re8c | Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience. |

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

* Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction
* Make personal connections, make connections to other texts, and or/make global connections where relevant
* Evaluate the relationship between explicit and implicit details and how they contribute to the meaning
* Identify explicit and implicit textual evidence
* Distinguish the difference between strong and insufficient (unreliable) details
* Distinguish text that provides strong support from unsupported, uncertain or insufficient text
* Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience
* Support inference using several examples from the text
* Use direct quotes, paraphrase and summarize objectively
* Convey experiences, real or imagined
* Use time as the deep structure of the narrative
* Use effective details using precise language
* When writing narratives, 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).
* Write narratives to develop real or imagined experiences or events using effective well- chosen details; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
* Create clear point(s) of view established through a narrator, provide characters, and present a situation
* Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid picture
* Provide a conclusion to the events they set out at the beginning of their narrative

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

Topics that address the Amistad Commission Mandate…

Fences: August Wilson (Social Studies Standard SOC.6.1.12.HistoryUP.9.a)

“When Tribal National Expel Their Black Members” by Philip Deloria (Social Studies Standard 6.1.12.HistoryUP.2.b)

Topics that address the Holocaust Commission Mandate…

“Japanese relocation during world War II” by National Archives (Social Studies Standard 6.1.12.CivicsDP.11.a)

Nobel Peace Prize speech, by Malala Yousafzai (Social Studies Standard 6.2.12.CivicsPI.6.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:**

* 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
* 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
* Engage the reader with a story hook
* Introduce a narrator and/or characters
* 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

**Sample Student Strategies and Activities**

* 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
* 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
* Identification of claims and evidence
* Notice and Note
* Mapping (*Tools for Thoughtful Assessment*)
* “Winter OneHundredLand” 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 Handmaid’s Tale: Margaret Atwood
* Things Fall Apart: Chinua Achebe
* The Sailor Who Fell from Grace with the Sea: Yukio Mishima

**Sample Formative Assessments:**

* Quotation Analysis
* Literature Circle
* Memory Box (*Tools for Thoughtful Assessment*))
* 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:**

* Personal Narrative/College Application Essay
* Literary Analysis Essay
* Higher Level Essay
* Present a text commentary
* Paper #1/#2 Practice Essays

**Unit Specific Interdisciplinary Connections/Materials:**

* Fences: August Wilson (Social Studies Standard SOC.6.1.12.HistoryUP.9.a)
* “When Tribal National Expel Their Black Members” by Philip Deloria (Social Studies Standard 6.1.12.HistoryUP.2.b)
* 1984 Macintosh Commerical Analysis (Read Write Think)
* “The Scramble for Africa” (Common Lit)
* “Japan’s Quest for Empire” (Common Lit)

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

* Present a film critique of multiple versions of a text
* Produce a podcast
* Storyboards

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

* Extended texts: Heart of Darkness: Joseph Conrad
* Conduct research and collaborate to synthesize

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

* Extended time
* Guided notes
* Oral assessment
* Scaffolding by using modeling and graphic organizers with sentence stems; essay exemplars
* Review and follow rules for grammar, punctuation, capitalization, spelling
* Review and utilize the Writing process
* Brainstorm/prewrite
* Draft/revise/edit
* Conduct student/teacher conferences
* Peer Edit using a checklist

**Digital Tools/Resources:**

* Edmentum Exact Path
* Edmentum Diagnostic
* Common Lit
* Newsela
* Nearpod
* Kahoot/QUIZIZZ
* 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 #3**  **Identity and Voice/Time and Space/Culture** |
| **Overview:** |

In this unit, students will focus on broadening personal and cultural perspectives and an awareness of how context influences meaning. Students will also examine how cultures are represented by setting, institution/group, or how a work relates to a culture. The purpose of the unit to prepare students for Papers 1 & 2 by examining a variety of texts and genres. Paper 1 is a guided literary analysis on two previously unseen passages with a guiding question suggesting a point of entry into the text. In Paper 2, students respond to a question by writing a comparative essay based on two of the works studied. These papers are also the culminating exams for the entire course and are heavily weighted in determining the student’s overall score for the course.

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

**Essential Questions:**

* How do the arts shape and reflect culture?
* How do we recognize patterns in literature?
* What is the author trying to accomplish in this text and how does he/she achieve their goal?

**POWER STANDARDS** (Commonly Assessed):

## **Reading Literature**

## **Key Ideas and Details**

**RL.11-12.3**.Analyze the impact of the author’s choices 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).

## **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.)

**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.

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.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**Writing**

**Production and Distribution of Writing**

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

## **Research to Build and Present Knowledge**

**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.11-12.4** 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.11-12.3**.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. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

**L.11-12.4.**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, 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. 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.

D. 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).

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

#### **RL.11-12.1.**

**RL.11-12.2.**

**RL.11-12.10.B**

**RI.11-12.2.**

**W.11-12.3.A-E**

**W.11-12.6.**

**SL.11-12.1.A-D**

**L.11-12.1.A**

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

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.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.

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

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

**Visual and Performing Arts:**

|  |  |
| --- | --- |
| TH.9-12.1.4.12prof.Cr1b | Explore the impact of technology on design choices in devised or scripted theatre work. |
| TH.9-12.1.4.12prof.Pr6a | Perform devised or scripted theatre work for a specific audience. |
| TH.9-12.1.4.12prof.Cr1c | Use script analysis to generate ideas about a character that is believable and authentic. |
| TH.9-12.1.4.12prof.Re8a | Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play’s history, culture, and political context. |
| TH.9-12.1.4.12prof.Re8c | Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience. |
| TH.9-12.1.4.12prof.Cn11b | Use basic research methods to better understand the social and cultural background of devised or scripted theatre work. |

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

Topics that address the Amistad Commission Mandate…

* What is Race?: <https://nj.pbslearningmedia.org/resource/fyr14.socst.us.whatrace/what-is-race/support-materials/>
* Tar Baby: Toni Morrison
* Cry, The Beloved Country: Alan Paton (Social Studies Standard SOC.6.1.12.HistoryCC.12.b)

Topics that address the Holocaust Commission Mandate…

* TED Ed: Ugly History: Japanese American incarceration camps – Densho

(https://youtu.be/hI4NoVWq87M)

* Kipling: “The White Man’s Burden” (Social Studies Standard SOC.6.1.12.HistoryCC.12.b)
* H.T. Johnson: “The Black Man’s Burden”

Topics that address the LGBT and Special Needs Mandate…

* Hamlet’s Dull Revenge: Rene Girard (Mentor Text)

# Why should you read "Hamlet"? - Iseult Gillespie

# [5 Resources to Help you Address Mental Illness in Shakespeare’s Hamlet](http://nexttimeteaching.com/5-resources-help-address-mental-illness-hamlet/)

* [Don’t Confuse Revenge with Justice: Five Key Differences](https://www.psychologytoday.com/us/blog/evolution-the-self/201402/don-t-confuse-revenge-justice-five-key-differences)

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| **STAGE 2**  **Evidence of Learning/Instructional Plan ng/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
* Association Triangles (*Tools for Thoughtful Assessment***,**82)
* Close Reading
* Read closely and annotate the text using annotation symbols and note-taking.
* Think-Pair-Share
* Vocab’s CODE (*Core Six)*
* Association Triangle(*Tools for Thoughtful Assessment***,** pg. 82)
* RACE strategy

**Sample Resources:**

* *Hamlet:* William Shakespeare
* Broken April: Ismail Kadare
* *Teaching a Stone to Talk*: Annie Dillard
* Selected Poetry: William Butler Yeats/Joy Harjo

**Sample Formative Assessments:**

* Analyze Text Meanings
* Response Log/Reader’s Response Journal
* Because… (*Tools for Thoughtful Assessment***,** pg. 62)
* Quiz on compare/contrast signal words
* Show and Share (*Tools for Thoughtful Assessment*, pg. 203)
* Paired Presentation with Rubric (teacher created)
* Critical Vocabulary Practice
* Rough draft of argument with rubric

**Sample Summative/Alternative Assessments:**

* Edmentum Benchmark Diagnostic
* Create a Multimodal Presentation

**Unit Specific Interdisciplinary Connections/Materials:**

* **The children trapped by Albania's blood feuds - BBC News**
* Cry, The Beloved Country: Alan Paton (Social Studies Standard SOC.6.1.12.HistoryCC.12.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
* Extended texts: Pilgrim at Tinker Creek: Annie Dillard

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

* 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
* Learn Language Structures
* Oral Assessment
* Use Word Families
* Demonstrate Comprehension
* Genre Reformulation

**Digital Tools/Resources:**

* NearPod,
* Newsela
* Turnitin
* Edmentum Exact Path
* Common Lit
* Kahoot/Quizizz
* Canvas

**Other Resources**:

* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment-Harvey Silver
* Kagen Learning Chips

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| **Unit #4**  **Identity and Voice/ Intertextuality and Communication** |
| **Overview:** |

In this unit, students will focus on developing critical responses to the relationships between texts. In this unit students will also look at how communication or lack of communication are apparent in the work. In addition to the Areas of Exploration and Concepts explained above, the purpose of the unit to prepare students for Papers 1 & 2 by examining a variety of texts and genres. Paper 1 is a guided literary analysis on two previously unseen passages with a guiding question suggesting a point of entry into the text. In Paper 2, students respond to a question by writing a comparative essay based on two of the works studied. These papers are also the culminating exams for the entire course and are heavily weighted in determining the student’s overall score for the course.

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

**Essential Questions:**

* What is intertextuality? How do I identify implicit and explicit intertextuality in a text?
* How does intertextuality deepen our understanding of the ideas, themes, and perspectives in texts?
* Why is it important to be an effective communicator?
* How do we identify effective written and oral communication?
* What is the author trying to accomplish in this text and how does he/she achieve their goal?

**POWER STANDARDS** (Commonly Assessed):

## **Reading Literature**

## **Key Ideas and Details**

**RL.11-12.3**.Analyze the impact of the author’s choices 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).

## **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.)

**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.

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.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**Writing**

**Production and Distribution of Writing**

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

## **Research to Build and Present Knowledge**

**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.11-12.4** 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.11-12.3**.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. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

**L.11-12.4.**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, 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. 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.

D. 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).

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

#### **RL.11-12.1.**

**RL.11-12.2.**

**RL.11-12.10.B**

**RI.11-12.2.**

**W.11-12.3.A-E**

**W.11-12.6.**

**SL.11-12.1.A-D**

**L.11-12.1.A**

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

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.8 Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,

7.1.AL.IPRET.6).

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.

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.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).

**Visual and Performing Arts:**

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| TH.9-12.1.4.12prof.Re9b | Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. |
| TH.9-12.1.4.12prof.Re7a | Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique. |
| TH.9-12.1.4.12prof.Cr3c | Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work. |
| TH.9-12.1.4.12prof.Pr5b | Explore and discover character choices using given circumstances in devised or scripted theatre work. |

**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
* Organize an event sequence that unfolds naturally and logically

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

Topics that address the Amistad Commission Mandate…

# “The children trapped by Albania's blood feuds” (Social Studies Standards 6.2.12.GeoHE.1.a)

Topics that address the Holocaust Commission Mandate…

* “Dark History of Rwanda’s Genocide” (Social Studies Standard SOC 6.1.12.HistoryCC.16.b)

Topics that address the LBGTQ and Special Needs Mandate…

* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>
* 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)
* 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)

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

**Sample SLO/WALTs:**

* Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama
* 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
* Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning
* Accurately cite strong and thorough textual evidence to support analysis of what the text says
* Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
* Construct meaning from a text without context
* Compare and contrast content and form within two or more works
* Demonstrate perceptive knowledge and understanding of the works and a persuasive interpretation of their implications
* Effectively structure and organize our own writing
* Write clearly, effectively with a high degree of accuracy in grammar, vocabulary, and sentence construction
* 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
* Explain quotations used as support to enhance meaning

**Sample Student Strategies and Activities:**

* Character Development Charts
* Dynamic vs. Stagnant Character
* Discussion: how setting impacts character and plot
* 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
* (*The Core Six*)
* Write an argument
* Cite evidence from the text to support original ideas.
* Pair and Practice
* Vocabulary’s Code (*The Core Six)*
* Create and Discuss Word Networks for Critical Vocabulary
* VKR Chart
* Small group discussions
* Journaling

**Sample Resources:**

* Shakespeare, *Hamlet*
* Miller, *The Crucible*
* Atwood*, The Handmaid’s Tale*
* Kadare, *Broken April*
* Diaz, *The Brief Wondrous Life of Oscar Wao*
* Dove, *“Parlsey”*

**Sample Formative Assessments:**

* Quizzes
* Rough Draft with Rubric
* Kagan Learning Chips: Discussion and Review
* Edmentum Exact Path

**Sample Summative Alternative Assessments:**

* Write a Social Justice Commentary/Use verse to evoke feeling
* Present a podcast on Social Justice
* Edmentum End of Year Diagnostic

**Unit Specific Interdisciplinary Connections/Materials:**

* “Trujillo & the Mirabal Sisters”(COMMONLIT) (Social Studies Standards 6.2.12.GeoHE.1.a)
* Alvarez: *In the Time of Butterflies*

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

* Sketch to Stretch
* Stage a dramatic reading
* Use pictorial support
* Pantomime actions

**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:
  + Hawthorne, *The Scarlet Letter*
  + Wilson, *Fences*
* Reading Texts through lenses

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

* Comprehension check
* Describe a character
* Ask questions
* Practice plurals
* Text X-ray
* Reach charts
* Oral assessment
* Time phrases and transitions
* Focus on figurative language
* Draft the short story/narrative
* Peer edit using a checklist
* One-to one conference
* Work in groups/pairs/alone

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| **Additional Materials** |

**Digital Tools/Resources:**

* NearPod
* Newsela/COMONLIT
* Turnitin
* Edmentum
* Kahoot/Quizizz
* Canvas

**Other Resources:**

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