**Linden High School**

**Language Arts Grade 11**

**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

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Director of Special Education

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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 ninth, tenth, eleventh, and twelfth grades at the high school level. Students will be required to complete a research paper and outside reading. There is also a required Capstone project.

**Course Instructional Materials**

* *HMH Into Literature* Textbook
* *Ed* digital platform and digital resource
* Writing in Response to Reading Rubric
* Edmentum Benchmark
* 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** | **Foundations and Encounters/Building a Democracy (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** | **The Individual and Society (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** | **The Quest for Freedom (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** | **An Age of Realism: America Transformed/Contemporary Voices and Visions (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 curriculum falls at the third year 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 twelfth grade.

**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
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* 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****Foundations and Encounters/Building a Democracy** |
| **Overview** |

This unit will analyze folk literature, author’s purpose, informational texts, how to make inferences, evaluate evidence, figurative language, compare details, and interpret graphics, and evaluate and compare author’s purpose.

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

**Essential Questions…**

Why are we bound to certain places?

What motivates people to explore the unknown?

What does it mean to be a stranger in a strange land?

What happens when cultures collide?

What does oppression look like? How do we gain our freedom?

**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.11-12.3. 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.)

Informational Text

Key Ideas and Details

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.

Craft and Structure

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).

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Speaking and Listening

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.

Language

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.

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.

#### **Supporting Standards/Cumulative Progress Indicators:**

RL.11-12.2

RL.11-12.5

RL.11-12.6.

RI.11-12.3

RI.11-12.5

RI.11-12.8

RI.11-12.9

L.11-12.2.A-B

L.11-12.4.A-D.

W.11-12.2.A-F

W.11-12.4

W.11-12.10

SL.11-12.1.A-D.

SL.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.

**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...**

* 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
* 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 Mandates Samples from Unit 1:**

Topics that address the Amistad Commission Mandate…

“On Being Brought from Africa to America” : Phillis Wheatley (Social Studies Standard SOC.6.1.12.HistoryUP.2.b)

Topics that address the LBGT and Special Needs Mandate…

“The Revolutionary War Hero Who Was Openly Gay”(<https://www.history.com/news/openly-gay-revolutionary-war-hero-friedrich-von-steuben>)

Paired with:

“Top Defense Officials Seek to End ‘Don’t Ask, Don’t Tell”(<https://www.nytimes.com/2010/02/03/us/politics/03military.html>)

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

**Sample SLO/WALTs:**

* Make personal connections, make connections to other texts, and or/make global connections where relevant
* Select precise words and domain-specific vocabulary
* 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
* Effectively select, organize, and analyze content
* Determine how many facts, definitions, details, quotations and other information are needed
* Use sources that are appropriate to task, audience, and purpose
* Supply evidence in order to inform the audience
* Use relevant and sufficient facts, definitions, details, and quotes
* Examine and communicate complex ideas, concepts, or information clearly and accurately
* Develop a topic
* Introduce a topic by arranging ideas, concepts, and information to show interrelationships
* Support inference using several examples from the text
* Use direct quotes, paraphrase and summarize objectively
* Introduce a topic arranging ideas, concepts, and information to show interrelationships
* Format effectively
* Organize graphics
* Provide multimedia when useful
* Use transitions to link together the major sections of the text
* Write a concluding statement that supports the information presented
* Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)
* Decide what organization is most effective for purpose, audience, and task

**Sample Student Strategies and Activities:**

* Complete a Rhetorical Device analysis chart (pg. 55 Into Literature)
* Complete a Literary Analysis Planning Table
* Reading for Meaning
* Notice and Note
* Double-Entry Journal
* Analyze Voice and Tone (**Into Literature** 17)
* Modeled Discussions (**Into Literature** 8)
* Collaborate & Compare (**Into Literature** 70)
* Visually Reinforce Text Structure (**Into Literature** 105)
* Participate in Collaborative Discussions
* Three Before Me (*The Core Six*)
* Graphic Organizers (teacher made)
* Reading Log (*Into Literature*)
* 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 (*Into Literature*) - Practice close reading by using signposts to guide your thinking.
* Check Your Understanding questions found at the end of each selection (*Into Literature*)
* 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 Namesake; Jhumpa Lahiri
* Barrio Boy: Ernesto Galaza
* 1776: David McCullough
* “The World on a Turtle’s Back” -Native American Myth
* “A Desperate Trek Across America:: Andres Resendes
* *The Declaration of Independence*
* Autobiography: Benjamin Franklin
* “Here Follow Some Verses on the Burning of Our House”*:* Anne Bradstreet
* “New Orleans”: Joy Jarjo
* *From* The General History of Virginia: John Smith
* *“A Soldier for the Crown” Charles Johnson*

**Sample Formative Assessments:**

* Glow and Grow
* Pause and Because… (*Tools for Thoughtful Assessment,*pg. 62)
* Somebody Wanted But So
* Response Log (throughout *Into Literature***)** at the end of Unit 1 for each selection reading
* Selection Tests (throughout *Into Literature***)** for Unit 1
* Literary Analysis Essay/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
* Unit 1 Quizzes
* Edmentum Exact Path/Diagnostic

**Sample Summative/Alternative Assessments:**

* Unit I Test
* Write a literary analysis essay
* Create and deliver a multimodal presentation
* Participate in a panel discussion

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**Unit Specific Interdisciplinary Connections / Materials:**

* Strange Fruit: Uncelebrated Narratives From Black History: Joel Christian Gill (Social Studies Standard 6.1.12HistoryCA.14.1.c)
* “On Being Brought from Africa to America” : Phillis Wheatley (Social Studies Standard SOC.6.1.12.HistoryUP.2.b)

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

* Produce a podcast
* Give a speech
* Create an historical self-portrait
* Storyboards

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

* Extended texts: Common Sense: Thomas Paine
* Conduct research and collaborate to synthesize

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

* HMH Speaking and Listening Studio
* Text X-Ray and supports and scaffolds for The Declaration of Independence
* Level-Up Tutorial
* 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:**

* HMH Ed Digital Platform
* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Nearpod
* Kahoot
* Canvas

**Other Resources:**

* Into Literature Level 11-Houghton Mifflin Harcourt
* 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****The Individual and Society** |
| **Overview:** |

This unit will analyze poetry, theme and structure, analyze essays, analyze the development of key ideas, figurative language, and author’s craft. In addition, this unit will compare main ideas, analyze literary elements, structure, mood, and compare themes.

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

**Essential Questions…**

In what ways do we seek to remain true to ourselves?

How do we relate to the world around us?

What do we secretly fear?

When should w stop and reflect on our lives?

**POWER STANDARDS**(Commonly Assessed):

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.11-12.3. 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.)

Informational Text

Key Ideas and Details

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.

Craft and Structure

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).

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Speaking and Listening

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.

Language

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.

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.

#### **Supporting Standards/Cumulative Progress Indicators:**

RL.11-12.2

RL.11-12.5

RL.11-12.9

RI.11-12.5

L.11-12.2

L.11-12.3

L.11-12.4. A-D

L.11-12.5

L.11-12.6

W.11-12.2.A-F

W.11-12.6

W.11-12.10

SL.11-12.3.

SL.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.

**Visual and Performing Arts:**

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| 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 and be able to...**

* Determine two or more themes or central ideas in a text
* Recognize supporting details for themes/central ideas
* Analyze themes/central ideas as it develops over the course of the text
* Make inferences through the use of details, word choice, and literary elements regarding the thematic development
* Analyze how details develop the theme/central idea
* Make inferences using explicit and implicit text evidence
* Use the text to draw conclusions about the theme/central idea
* Formulate an objective (free of personal bias) summary of the text
* Determine how the theme/central idea emerges and is refined or strengthened by
key details
* Create and use appropriate planning templates
* Understand and utilize revision technique
* Understand writing as a process
* Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
* Determine what details and/or information is most appropriate for a specific purpose
* Listen to and assess multiple sources of information in diverse formats and media
* Utilize multiple sources of information in order to make decisions
* Evaluate the credibility and accuracy of each source

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

Topics that address the Amistad Commission Mandate…

The Piano Lesson: August Wilson (Social Studies Standard SOC.6.1.12.HistoryUP.9.a)

Topics that address the Holocaust Commission Mandate…

MAUS I and II: Art Speigelman

Topics that address the LBGT and Special Needs Mandate…

A Thousand Splendid Suns: Khaled Hosseini

Who Killed My Daughter?: Lois Duncan

The Brief and Wondrous Life of Oscar Wao: Diaz

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

**Sample SLO/WALTs:**

* Determine two or more themes or central ideas in a text
* Recognize supporting details for themes/central ideas
* Analyze themes/central ideas as it develops over the course of the text
* Make inferences through the use of details, word choice, and literary elements regarding the thematic development
* Create and use appropriate planning templates
* Understand and utilize revision technique
* Understand writing as a process
* Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
* Evaluate the credibility and accuracy of each source
* Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant
* Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading
* Engage as an active listener and participant
* Consider and assess the speaker, argument, organization, diction, and tone
* Recognize and use appropriate grammar and usage in writing and speaking
* Understand that language and appropriate usage changes
* Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation

**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
* View the following Level Up Tutorials on ED/HMH as whole class, small group or independently:
* Evaluate Details Organizer
* Class Notes
* Socratic Discussions
* Accountable Talk
* Fishbowl Discussions
* Summarize and Paraphrase Texts Chart
* Think Pair Share
* Writing Handbooks and Style Manuals
* Word Wall
* VKR Charts
* On-line grammar exercises
* OWL (on-line writing lab) – Purdue
* Kagan Learning Chips-Choose a Chip
* 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
* Writing Studio (*Into Literature)*
* Identification of claims and evidence
* Notice and Note
* Mapping (*Tools for Thoughtful Assessment*)
* 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)*
* Word Gaps (*Into Literature*)
* Syntax Surgery (*Into Literature)*

**Sample Resources:**

* Fahrenheit 451: Ray Bradbury
* The Scarlett Letter: Nathaniel Hawthorne
* Last of the Mohicans: James Fenimore Cooper
* Maus I and II: Art Speigelman
* *The Piano Lesson*: August Wilson
* Poetry by Walt Whitman and Emily Dickenson
* “In the Season of Change”: Teresa Palomo Acosta
* Never Cry Wolf: Farley Mowat
* “Pastoral”: Jennifer Craig

**Sample Formative Assessments:**

* Quotation Analysis
* Literature Circle
* Memory Box (*Tools for Thoughtful Assessment*))
* Unit 2 Quizzes
* Response Log
* Because… (*Tools for Thoughtful Assessment*)**,** pg. 62)
* Argumentative Essay 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
* Write and present a poem
* Create a Multimodal Project/Documentary
* Participate in a Collaborative Discussion
* Edmentum Benchmark

**Unit Specific Interdisciplinary Connections/Materials:**

* The Piano Lesson: August Wilson (Social Studies Standard SOC.6.1.12.HistoryUP.9.a)

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

* Create and read a poem
* Create a Sketchnote
* Pinwheel Discussion
* Draw a storyboard

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

* Extended writing: Compare the poetry of Emily Dickenson and Walt Whitman
* **Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**
* HMH Speaking and Listening Studio
* Text X-Ray: English Learner Support for “Song of Myself”
* Create a Storyboard
* Level Up Tutorial: Theme
* Reading Studio: Notice and Note
* Grammar Studio Module 1
* Vocabulary Studio
* 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:**

* HMH Ed Digital Platform
* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Nearpod
* Kahoot
* Canvas

**Other Resources:**

* Into Literature Level 11-Houghton Mifflin Harcourt
* 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****The Quest for Freedom** |
| **Overview:** |

This unit will analyze author’s purpose, letters, tone, make connections, analyze media effectiveness, literary elements, structure, informational texts, analyze and evaluate arguments, speaker and voice, sound devices, and language.

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

**Essential Questions:**

When is self-determination possible?

What divides us as human beings?

How do we face defeat?

What is the price of progress?

**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.

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.)

Informational Text

Key Ideas and Details

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.

Craft and Structure

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).

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Speaking and Listening

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.

Language

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.

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.

#### **Supporting Standards/Cumulative Progress Indicators:**

RL.11-12.5

RL.11-12.7

RL.11-12.10

RI.11-12.10

L.11-12.2.A-B

L.11-12.3

L.11-12.5.A-B

W.11-12.1.A-E

W.11-12.4

W.11-12.6

W.11-12.10

SL.11-12.1.A-D

SL.11-12.2

SL.11-12.5

**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.

**Visual and Performing Arts:**

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| 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.  |

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

* Analyze text meaning and author’s purpose
* Analyze argument
* Write and edit an argument essay
* Debate an issue
* Generate questions
* Make connections
* Analyze rhyme scheme
* Listen for a poem’s rhythm and melody
* Analyze foreshadowing
* Analyze suspense
* Analyze digital texts
* Correctly spell commonly confused words
* Analyze structural elements
* Make a graphic
* Analyze theme

**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/>
* Speech to the American Equal Rights Association: Sojourner Truth
* Jubilee: Margaret Walker (Social Studies Standard SOC.6.1.12.HistoryUP.5.a)

Topics that address the Holocaust Commission Mandate…

Topics that address the LGBT and Special Needs Mandate…

* “Teens are breaking old rules about gender” – Newsela <https://newsela.com/read/teens-prom-breaking-rules/id/42658/?search_id=57ad61db-75a7-44b0-b472-11c32505a80f>

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* For Educators: Supporting LGBTQIA Youth Resource List
<https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list>
* <https://newsela.com/read/human-connection-immune-system/id/2001007493/?collection_id=339&search_id=a8a876bf-2a86-4ff6-95b3-6ca5071729b6>

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

**Sample SLO/WALTs:**

* Debate an issue
* Articulate ideas clearly and persuasively in a discussion
* Refer to evidence from texts and other research
* Draw from and build on the ideas of others in a discussion
* Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity
* Set guidelines for class discussions
* Establish goals and roles for group members and adhere to assigned roles
* Participate in polite and democratic discussions and decision-making activities.
* Self-monitor the work and assign specific tasks as needed
* Respect and promote diverse perspectives
* Critically examine the author’s overall purpose
* Evaluate how an author uses various rhetorical strategies to advance that purpose
* Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums
* Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message
* Analyze how the author’s choices to structure a text and manipulate time can
create mystery, tension, or surprise for the reader
* Use concise and effective language that supports the organization of the argument
* Associate and correlate claim(s), counterclaim(s), reasons, and evidence
* Maintain an appropriate style and tone for the task – omitting personal bias
* Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately
* Understand how much evidence is needed to satisfactorily support a point
* Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have
* Develop unity and consistency with words and structure
* Use relevant and sufficient facts, definitions, details, and quotes
* Use sources that are appropriate to task, audience, and purpose
* Analyze text/compare issues

**Sample Student Strategies and Activities:**

* Glow and Grow
* Color marking/annotations for horror stories
* Elements of argument
* 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 argument
* Rhetoric Prompts
* Notice and Note (*Into Literature)*
* Association Triangles (*Tools for Thoughtful Assessment***,**82)
* Close Reading
* Read closely and annotate the text using annotation symbols and note-taking
* Write & Discuss (*Into Literature)*
* Writing Studio (*Into Literature)*
* Think-Pair-Share
* Create and Present (*Into Literature)*
* Vocab’s CODE (*Core Six)*
* Association Triangle (*Tools for Thoughtful Assessment***,** pg. 82)
* Extreme or Absolute Language (*Into Literature*)
* RACE strategy

**Sample Resources:**

* Jubilee: Margaret Walker
* *Second Inaugural Address*: Abraham Lincoln
* Letter: To My Old Master: Jourdon Anderson
* Civil War Photographs
* Speech to the American Equal Rights Association: Sojourner Truth
* Spirituals: Go Down, Moses; Follow the Drinking Gourd; Swing Low, Sweet Chariot

**Sample Formative Assessments:**

* Analyze Text Meanings
* 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)
* Argument Peer Editing with Writing Task rubric (*Into Literature)*
* Paired Debate with Rubric (teacher created)
* Critical Vocabulary Practice
* Response Logs for Unit 6
* Check Your Understanding (*Into Literature*)
* Kagan Learning Chips: Discussion and Inference
* Rough draft of argument with rubric
* Rough draft of nonfiction essay with rubric
* Edmentum Exact Path

**Sample Summative/Alternative Assessments:**

* Edmentum Benchmark Diagnostic
* Write an argument
* Write a non-fiction piece
* Respond to an argument
* Present a debate
* Create a Multimodal Presentation
* Unit 3 Test
* Analyze and Evaluate a debate

**Unit Specific Interdisciplinary Connections/Materials:**

* Jubilee: Margaret Walker (Social Studies Standard SOC.6.1.12.HistoryUP.5.a)

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

* Create and present a debate
* Present an argument
* Draw a graphic novel page

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

* Analyze speaker
* Discuss the quotation
* Learning Mindset (Reading Studio)
* Extended Text: Abe Lincoln Grows Up: Carl Sandburg

**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
* Text X-Ray: “Second Inaugural Address”
* 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
* Edmentum Exact Path
* HMH *Ed* Digital Platform
* Kahoot
* Canvas

**Other Resources**:

* Into Literature Level 11- Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment-Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies

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| **Unit #4****An Age of Realism:America Transformed/Contemporary Voices and Visions** |
| **Overview:** |

This Unit focuses on the drama *The Crucible*, with additional focus on dramatic elements such as character, setting, author’s purpose, tone, poetry, theme, rhetorical devices, and graphic features. It ends with a Narrative Essay focused on college preparedness, and with a Capstone Project.

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

**Essential Questions:**

To what degree do we control our lives?

Why do humans cause harm?

What are the consequences of change?

What makes a place unique?

How do we deal with rejection and isolation?

For whom is the American Dream relevant?

When should personal integrity come before civic duty?

**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.11-12.3. 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.)

Informational Text

Key Ideas and Details

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.

Craft and Structure

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).

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Speaking and Listening

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.

Language

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.

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.

#### **Supporting Standards/Cumulative Progress Indicators:**

RL.11-12.2

RL.11-12.5

RL.11-12.6

RL.11-12.7

RL.11-12.10

RI.11-12.7.

RI.11-12.10

L.11-12.2.A-B

L.11-12.3.A-D

L.11-12.5.A-B

W.11-12.3.A-E

W.11-12.6

W.11-12.7.

W.11-12.8.

W.11-12.9.A-B

W.11-12.10

SL.11-12.2

SL.11-12.5

**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.

**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…**

* Assess figurative meaning
* Assess connotative meaning
* Determine and evaluate technical meaning (jargon)
* Identify tone of text
* Explain how word choice creates tone
* Explain how the tone supports the overall meaning of the text
* Evaluate and critically examine how an author has chosen to structure a text and order events within it
* Critically examine  and evaluate how the author’s choices to structure
* Convey experiences, real or imagined
* Use time as the deep structure of the narrative
* Form or structure based on a progression of events that build upon each other
* Use effective details using precise language
* Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid picturesProvide a conclusion to the events they set out at the beginning of their narrative
* Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively
* Understand the differences between a phrase and a clause and how to effectively use them
* Identify and use various types of phrases and clauses
* Vary sentence structure to convey specific meaning and interest in writing and presentation
* Engage audience and enhance their understanding of  findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
* Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant
* Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading
* Move from passive listener to active participant
* Use text/source to show fallibility in speaker’s reasoning
* 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…

* “My Dungeon Shook: Letter to My Nephew”: James Baldwin (Social Studies Standard SOC.6.1.12.HistoryCC.8.c)

Topics that address the Holocaust Commission Mandate…

* The Chosen: Chiam Potok

Topics that address the LBGTQ and Special Needs Mandate…

* The Things They Carried: Tim O’Brian
* “Choose” (<https://www.poetryfoundation.org/poems/45030/choose-56d2245cd0a71>)
* “Monkeyman” (<https://www.wlwv.k12.or.us/cms/lib/OR01001812/Centricity/Domain/1900/Monkeyman.pdf>
* “Six Kingian Principles of Non-Violence” (<https://kinginstitute.stanford.edu/sites/mlk/files/lesson-activities/six_principles_of_nonviolence.pdf>
* Exploring Non-violence in Young Adult Texts: <http://www.readwritethink.org/classroom-resources/lesson-plans/have-dream-exploring-nonviolence-30509.html?tab=4#tabs>

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

**Sample SLO/WALTs:**

* Develop a strong formal style appropriate for the task
* Convey experiences, real or imagined
* Use time as the deep structure of the narrative
* Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing
* Research and synthesize information from several sources
* Present a narrative/personal essay
* Revise and edit a written piece for improvement
* Present a capstone project

**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 (**Into Literature**)
* Reading Log (**Into Literature**)
* Sketch to Stretch (**Into Literature**)
* Numbered Heads Together (**Into Literature**)
* 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 a narrative
* Cite evidence from the text to support original ideas. Use the RACE strategy
* Notice and Note (*Into Literature)*
* 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:**

*The Crucible*: Arthur Miller

Into Thin Air: Jon Krakauer

The Prince and the Pauper: Mark Twain

As I Lay Dying: William Faulkner

The Great Gatsby: F. Scott Fitzgerald

The Fire Next Time: James Baldwin

The Bluest Eye: Toni Morrison

*Fences*: August Wilson

*Speech on the Vietnam War, 1967*: Martin Luther King, Jr.

“Mending Wall” : Robert Frost

“A Rose for Emily” : William Faulkner

“The Story of an Hour” :Kate Chopin

**Sample Formative Assessments:**

* Check Your Understanding (**Into Literature**)
* Quizzes
* Narrative/Personal Essay with Rubric
* Analyze the Text (**Into Literature** - at the end of each selection)
* Literary analysis rough draft with rubric
* Language Conventions: Practice and Apply (*Into Literature* - at the end of selections**)**
* 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 travel blog
* Create a movie trailer
* Write a narrative/personal essay
* Edmentum End of Year Diagnostic

**Unit Specific Interdisciplinary Connections/Materials:**

* My Dungeon Shook: Letter to My Nephew”: James Baldwin (Social Studies Standard SOC.6.1.12.HistoryCC.8.c)

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

* Sketch to Stretch
* Create a manga
* Stage a narrative reading
* Use pictorial support
* Pantomime actions

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

* Analyze how playwrights develop characters
* Write and set a play’s scene to music
* Extended Texts: How it Feels to Be Colored Me: Zora Neale Hurston
* **Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**
* Text X-Ray: “The Crucible”
* Comprehension check
* Describe a character
* Ask questions
* Practice plurals
* Reach charts
* Use cognates
* Oral assessment
* Time phrases and transitions
* Focus on figurative language
* Draft the narrative/personal essay
* 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
* Edmentum
* *Ed* HMH Digital Platform
* Kahoot
* Canvas
* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>

**Other Resources:**

* Into Literature Level 11-Houghton Mifflin Harcourt
* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver