

# Rogues and Reformers

## Course Compendium

**ROGUES AND REFORMERS Credits: 2.5**

**Grades: 11, 12**

### **UNITS OF STUDY\***

Unit 1-*Old West*

Unit 2- *Bootleggers and Bankrobbers*

Unit 3- *Literary Characters*

Unit 4- *Early 20c and Holocaust*

Unit 5- *Late 20c*

Unit 6-*Old West*

Unit 7- *Bootleggers and Bankrobbers*

Unit 8- *Literary Characters*

Unit 9- *Early 20c and Holocaust*

Unit 10- *Late 20c*

The clash of good against evil takes center stage in this course. Students learn about unsavory characters and those who are remembered more favorably. Decipher myth from reality as you study the lives of infamous criminals and celebrated heroes to understand how they impacted national and world events.

### **INTERDISCIPLINARY CONNECTIONS**

#### **NJSLS Companion Standards Grades 9-10 (Reading & Writing in History)**

##### **Anchor Standards for Reading**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

### **Reading Science & Technical Subjects**

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

**RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**RST.11-12.6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved

**RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.8.** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**RST.11-12.10.** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

### **NJSLSA Writing**

**NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Holocaust & Amistad Connections**

**6.1.12.A.3.h** Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

**6.1.12.A.3.i** Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

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- 6.1.12.A.5.b** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.D.5.d** Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.A.11.e** Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.D.11.e** Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
- 6.3.12.A.2** Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.D.1** Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

## 21st Century Life and Careers

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP7.** Employ valid and reliable research strategies.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence
- 9.3.ST.2** Use technology to acquire, manipulate, analyze and report data.
- 9.3.GV.1** Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
- 9.3.GV- GOV.2** Develop and articulate reasoned, persuasive arguments to support public policy options or positions.

## Technology

- 8.2.12.D.6** Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
- 8.2.8.E.1** Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners

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<ul style="list-style-type: none"> <li>- Personal glossary</li> <li>- Text-to-speech</li> <li>- Extended time</li> <li>- Simplified / verbal instructions</li> <li>- Frequent breaks</li> </ul> <p><a href="#">WIDA Can Do Descriptors for Grade 9-12</a>  <a href="#">WIDA Essential Actions Handbook</a>  <a href="#">FABRIC Paradigm</a>  <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Small group/One to one</li> <li>- Additional time</li> <li>- Review of directions</li> <li>- Student restates information</li> <li>- Space for movement or breaks</li> <li>- Extra visual and verbal cues and prompts</li> <li>- Preferential seating</li> <li>- Follow a routine/schedule</li> <li>- Rest breaks</li> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p><a href="#">Considerations for Special Education Students 6-12</a>  <a href="#">National Center on Universal Design for Learning - About UDL</a>  <a href="#">UDL Checklist</a>  <a href="#">UDL Key Terms</a></p>	<ul style="list-style-type: none"> <li>- Use of high level academic vocabulary/texts</li> <li>- Problem-based learning</li> <li>- Preassess to condense curriculum</li> <li>- Interest-based research</li> <li>- Authentic problem-solving</li> <li>- Homogeneous grouping opportunities</li> </ul> <p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</a></p>
<b>At Risk Learners / Differentiation Strategies</b>		
<ul style="list-style-type: none"> <li>Alternative Assessments</li> <li>Choice Boards</li> <li>Games and Tournaments</li> <li>Group Investigations</li> <li>Guided Reading</li> <li>Learning Contracts</li> <li>Leveled Rubrics</li> <li>Literature Circles</li> <li>Multiple Texts</li> <li>Personal Agendas</li> </ul>	<ul style="list-style-type: none"> <li>Independent Research &amp; Projects</li> <li>Multiple Intelligence Options</li> <li>Project-Based Learning</li> <li>Varied Supplemental Activities</li> <li>Varied Journal Prompts or RAFT Writing</li> <li>Tiered Activities/Assignments</li> <li>Tiered Products</li> <li>Graphic Organizers</li> <li>Choice of Books/Activities</li> <li>Mini-Workshops to Reteach or Extend</li> <li>Think-Pair-Share by readiness or interest</li> <li>Use of Collaboration of Various Activities</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw</li> <li>Think-Tac-Toe</li> <li>Cubing Activities</li> <li>Exploration by Interest</li> <li>Flexible Grouping</li> <li>Goal-Setting with Students</li> <li>Homework Options</li> <li>Open-Ended Activities</li> <li>Use of Reading Buddies</li> <li>Varied Product Choices</li> <li>Stations/Centers</li> <li>Work Alone/Together</li> </ul>

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