



Burlington County Institute of Technology

Medford Campus

Westampton Campus

English III

Board Approval Date:



Course Description

English III centers on American literature through themes such as the American dream, American identity, and Society vs. the Individual. This course will examine the various voices that exemplify the experience of all Americans. Students will learn skills in literary analysis, expository writing, and rhetoric.

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Pacing Guide

Unit	Standards	Weeks
Unit 1: The American Dream	<ul style="list-style-type: none">• RL 11-12.1, RL 11-12.2, RL 11-12.4, RL 11-12.6, RL 11-12.9• RI 11-12.1, RI 11-12.2, RI 11-12.3, RI 11-12.5, RI 11-12.7• W 11-12.1, W 11-12.4, W 11-12.5, W 11-12.6, W 11-12.9, W 11-12.10• SL 11-12.1, SL 11-12.3, SL 11-12.4, SL 11-12.6• L 11-12.6	Approx. 6
Unit 2: The American Identity	<ul style="list-style-type: none">• RL 11-12.3, RL 11-12.5, RL 11-12.7, RL 11-12.9• W 11-12.2, W 11-12.3, W 11-12.5, W 11-12.9• SL 11-12.1, SL 11-12. 4, SL 11-12. 5, SL 11-12.6• L 11-12.3, L 11-12.5	Approx. 6
Unit 3: Society vs. Individual/ Research Paper	<ul style="list-style-type: none">• RL 11-12.10• RI 11-12.4, RI 11-12.6, RI 11-12.7, RI 11-12.8, RI 11-12.9, RI 11-12.10• W 11-12.1, W 11-12.5, W 11-12.6, W 11-12.7, W 11-12.8• SL 11-12.2, SL 11-12.5• L 11-12.1, L 11-12.2, L 11-12.4	Approx. 6



Curriculum Maps

Unit 1: American Dream (Approx. 6 weeks)

Desired Outcomes

Established Goals: NJSLS

1. Explore the theme of the American Dream
2. Execute close readings
3. Perform text analysis
4. Examine domain and academic based vocabulary
5. Analyze and craft original figurative language
6. Compare mediums
7. Craft an objective summary
8. Craft a thesis
9. Explore established claims and create original claims
10. Utilize and examine the use of rhetorical devices
11. Analyze and craft counter-arguments
12. Craft an argumentative essay

NJSLS Standards:

- 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 11-12.2- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 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 11-12.6- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL 11-12.9- Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- 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.
- RI 11-12.3- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI 11-12.5- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI 11-12.7- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W 11-12.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W 11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



- 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.
- W 11-12.6- Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
- 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]”).
- W 11-12.10- 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.
- SL 11-12.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL 11-12.3- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL 11-12.4- Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL 11-12.6- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- L 11-12.6- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate



independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Enduring Understandings:

- The origin of the American Dream has changed and evolved with each generation.
- The traditional views of the American Dream shaped cultural and societal views.
- Attaining the American Dream is wrought with failure, corruption, expectation, and dissent.
- The American Dream still greatly affects our culture now and the decisions we make in our lives.
- US Constitutional Amendments may have vague and controversial wording that leads to many types of interpretation.
- US Constitutional Principles as an ideals may be harder to implement in law and order.
- Providing an objective analysis of documents creates a holistic view in reading and writing.
- Persuasive techniques are used to keep the audience in mind while speech writing.
- Creating an argumentative essay requires a clear thesis, claim, and counterclaim.
- Argumentative writing needs strong textual examples to support the thesis statement.

Essential Questions:

- What is the American Dream?
- Has the American Dream changed?
- Is the American Dream still relevant?
- How has social media and society affected the American Dream?
- What is an argumentative essay?
- How does one organize and structure an argumentative essay?
- How do readers analyze text and use evidence in inferences and for
- uncertain matters?
- How do readers reflect ideas presented in historical and literary texts?

Students will know:

- Textual evidence and relevant connections support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.



- Themes or central ideas of a text develop over the course of the text and interact and build on one another to produce a complex account.
- Summaries of texts.
- The impact of author's choices in developing elements of a story or drama.
- The meaning of words and phrases as they are used in the text, including figurative and connotative meanings; impact of specific word choices on meaning and tone, words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- When grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- That a complex set of ideas or sequence of events will interact and develop over the course of the text.
- An author's point of view or purpose in a text in which the rhetoric is particularly effective, and that style and content contribute to the power, persuasiveness, or beauty of the text.
- That informative/explanatory texts convey complex ideas, concepts, and information through the effective selection, organization, and analysis of content.
- That an essay includes: a topic; organized complex ideas, concepts, and information where each new element builds on that which precedes it to create a unified whole; formatting, graphics, and multimedia when useful.
- An essay requires selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Appropriate and varied transitions and syntax link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- That style and tone should be established and appropriate to the audience and purpose while attending to the norms and conventions of the discipline in which they are writing.
- An essay requires a concluding paragraph or section that follows from and supports the information or explanation presented.
- That clear and coherent writing is developed, organized, and styled appropriately for task, purpose, and audience.
- Planning, revising, editing, rewriting, trying a new approach, or consulting a style manual, and focusing on addressing what is most significant for a specific purpose and audience is part of the writing process.
- Technology, including the Internet, is a way to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



- That short and more sustained research projects can answer a question or solve a problem; may narrow or broaden an inquiry; should synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Relevant information from multiple authoritative print and digital sources must be assessed for the strengths and limitations of each source in terms of the task, purpose, and audience; integration of information selectively will maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- Evidence from literary or informational texts supports analysis, reflection, and research.
- That writing 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 improves fluency and effectiveness.
- To have an effective discussion they need to come to discussions prepared, having read and researched material under study.
- That collaboration with peers encourages civil, democratic discussions which are an important part of education.
- That good conversation is created by posing and responding to questions that probe reasoning and evidence; covers a full range of positions on a topic or issue; may involve clarification, verification, or challenging ideas and conclusions; and will promote divergent and creative perspectives.
- Integration of multiple sources of information would be used in order to make informed decisions and solve problems, and evaluate the credibility and accuracy of each source and noting any discrepancies among the data.
- It is necessary to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, as well as assessing the stance premises, links among ideas, word choice, points of emphasis, and tone used.
- That information, findings, and supporting evidence should be clear, concise, and logical and that content, organization, development, and style are appropriate to the task, purpose, and audience.
- The conventions of standard English grammar and usage when writing or speaking.
- Usage is a matter of convention, can change over time, and is sometimes contested.
- The conventions of standard English capitalization, punctuation, and spelling when writing.
- Hyphenation conventions.
- How to spell correctly.
- Understand how language functions in different contexts, and what are effective choices for meaning or style.
- That varying syntax creates effects.



- A range of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- Context is a clue to the meaning of a word or phrase.
- That patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- General and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, are used to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- The preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
- Figurative language, word relationships, and nuances in word meanings.
- Figures of speech (e.g., hyperbole, paradox).
- There are nuances in the meaning of words with similar denotations.

Students will be able to:

Reading Literature

- 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.11-12.1]
-
- 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.11-12.4]
- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]
- Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]
- Range of Reading and Level of Text Complexity [RL.11-12.9]

Reading Informational



- 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.11-12.1]
- 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. [RI.11-12.2]
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. [RI.11-12.3]
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]

Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1]
- Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1]
- Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1]
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1]
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). [W.11-12.1]
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) [W.11-12.4]
- 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. [W.11-12.5]

- Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]
- Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]
- 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”). [W.11-12.9]
- 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]”). [W.11-12.9]
- 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. [W.11-12.10]

Speaking and Listening

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. [SL.11-12.1]
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. [SL.11-12.3]
- Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. [SL.11-12.4]
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. [SL.11-12.6]

Language

- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]



Assessment Evidence

Performance Task:

Argument Essay

- You have read [title] by [author], [title] by [author], and [title] by [author] in our unit about the American Dream. You will write an argumentative essay disputing your views on the importance of the American Dream today. Do you believe that the American Dream still exists and, if so, how has the meaning of the American Dream changed? You may use the texts as well as contemporary visuals, media, and artwork to argue your point of view.

Required District/State Assessments:

- LinkIT NJGPA Form B Benchmark Assessment
- NJGPA

Suggested Formative/Summative Assessments:

- Writing prompts
- Journals
- Oral presentations
- Tests/quizzes
- Class discussion
- Self-assessment
- Peer review

Learning Plan

Learning Activities:

Vocabulary

- WordlyWise

Argument Essay Performance Task

- You have read [title] by [author], [title] by [author], and [title] by [author] in our unit about the American Dream. You will write an argumentative essay disputing your views on the importance of the American Dream today. Do you believe that the American Dream still exists and, if so, how has the meaning of the American Dream changed? You may use the texts as well as contemporary visuals, media, and artwork to argue your point of view.



Other Learning Activities

- Teachers will facilitate self-selected reading where students read a book of their choice for a set amount of time during the class period. Fifteen minutes of reading time is optimal at least three days per week. Activities like book talks, book snaps, and conferencing can be utilized to showcase what students are reading in a less intimidating way than a book report or assessment.
- Writing prompts
- Journals
- Oral presentations
- Tests/quizzes
- Class discussion
- Self-assessment
- Peer review
- Questions Trails
- Socratic Cirlces
- Fishbowl
- Stations

Selected Texts:

Extended Texts

- A Raisin in the Sun (Lorraine Hansberry)
- Our Town (Thornton Wilder)
- Black Boy (Richard Wright) Excerpts
- The Great Gatsby (F. Scott Fitzgerald) end of Chapter 3 “Party Scene”

Short Stories

- Big Black Good Man (Richard Wright)
- Feet Live Their Own Life (Langston Hughes)

Poetry



- Counting Descent-Collection of poems (Clint Smith)
- Electric Arches-Collection of poems (Eve L.Ewing)
- Harlem (A Dream Deferred) (Langston Hughes)
 - [Harlem](#)
- Dream Boogie (Langston Hughes)
 - [Dream Boogie](#)
- I Hear America Singing (Walt Whitman)
 - [I Hear America Singing](#)
- I, Too, Sing America (Langston Hughes)
 - [I, Too](#)
- America (Claude McKay)
 - [America](#)
- Next to of course god america i (e.e. cummings)

Foundational Documents

- Bill of Rights - Constitution
 - [The Bill of Rights](#)
- Patrick Henry's speech to the Second Virginia Convention
 - ["Give Me Liberty Or Give Me Death!"](#)
- Declaration of Independence

Non-Fiction

- The Right to Fail by William Zinsser (Essay)
 - [Right to Fail by William Zinsser](#)
- Top 20% of Americans Hoard the American Dream - Interview Steve Inskeep
 - [Top 20 Percent Of Americans 'Hoard The American Dream': NPR](#)

Multimedia

- Commercials/Media of the 1950s + The American Dream
 - [1950's TV Ad](#)



Related Standards

Interdisciplinary connections

Half-Century of Crisis and Achievement: The Era of Great Wars (6.2.12.HistoryCC.4.b)

- Assess the short-and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

Example- When reading the selected texts (ie. The Great Gatsby excerpt, "Harlem", A Raisin in the Sun) have students highlight and track the short and long term demographic, social, economic, and environmental consequences of the violence and destruction of the two world wars and how they are reflected in the texts.

Technology (NJSLC Career Readiness, Life Literacies, and Key Skills)

Technology Literacy (9.4.12.TL.1)

- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Example: Teachers can review and provide students with various digital tools to produce their literary analysis essays. Teachers can encourage students to assess digital tools for accessibility, capacity and utility for drafting, revising and editing their essay to make an informed decision on what would best suit their needs.

21st Century Skills (NJSLC Career Readiness, Life Literacies, and Key Skills)

Information and Media Literacy (9.4.12.IML.8)

- Evaluate media sources for point of view, bias, and motivations.

Example- When exploring the Commercials/Media of the 1950s + The American Dream, students can evaluate media sources for point of view, bias, and motivations.

Critical Thinking and Problem-solving (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.



Example- In the process of drafting the argument essay, have students interact virtually through Google Docs to help with the revising and editing process. Utilize Google Classroom to post interactive materials that students can access throughout the drafting process like graphic organizers, model essays, and writing tips.

NJ SEL Competencies

- Social Awareness
- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Culturally Relevant Connections

- "I, Too, Sing America" a poem written by African-American author Langston Hughes who yearned for equality while refuting the belief that patriotism is limited by race.
- A Raisin in the Sun is a play by Lorraine Hansberry who was the first black female to have a play performed on Broadway.
- Dr. Eve L. Ewing is a Black sociologist of education and a writer from Chicago. Her research is focused on racism, social inequality, and urban policy, and the impact these force on American public schools and the lives of young people. Her collection of poems in Electric Arches explores Black girlhood through poetry, visual art and narrative prose.
- Clint Smith's collection of poetry in Counting Descent is a coming of age story that unapologetically celebrates black humanity.
- Walt Whitman, poet of Leaves of Grass and poet laureate, was bisexual and the content of his poems reflects this.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Provide outline support for the argument essay with sentence stems to scaffold the writing

ELL:

- Provide sentence frames/ stems to support the writing process
- Adjust the length expectation for the argument



process.

- Utilize tiered instruction to address the reading and writing needs of the struggling learners and those with disabilities.

Suggestions based on individual needs:

- Comprehension:
 - Utilize chunking of readings, directions, and assignments
 - Provide frequent feedback
- Processing:
 - Allow for extra response time
 - Have students verbalize steps
- Recall:
 - Teacher-made checklist
 - Use visual graphic organizers

essay based on the level of the ESL students (ELP level 1-2: listing items, ELP level 3-4: summarizing, evaluating and challenging evidence presented, ELP level 5-6: organizing information to show logical reasoning, integrating multiple perspectives)

- As often as possible, provide visual supports in the form of actual images as well as graphical supports

Enrichment

- Extended learning goals:
 - ⇒ For students who move quickly through the performance task and show initiative with the creative writing process, work with Mrs. Malsbury to enter the essay into a young writers contest.
 - ⇒ Students who finish the essay early could connect with Miss Polizzi to create artwork to go with their narrative.



Unit 2: The American Identity (Approx. 6 weeks)

Desired Outcomes

Established Goals: NJSLS

1. Explore the theme of the American Identity
2. Analyze and employ narrative techniques
3. Explore the use of dialogue
4. Examine plot structure
5. Connotative and figurative language
6. Examine motifs and themes in literature
7. Execute closed readings
8. Text Analysis
9. Compare mediums
10. Examine domain and academic specific vocabulary
11. Craft an explanatory essay
12. Explore contemporary voices
13. Craft a literary analysis

NJSLS Standards

- 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).
- RL 11-12.5- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL 11-12.7- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL 11-12.9- Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of



- literature, including how two or more texts from the same period treat similar themes or topics.
- W 11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
 - W 11-12.3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - W 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.
 - 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]”).

- SL 11-12.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL 11-12.4- Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL 11-12.5- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
- SL 11-12.6- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 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 11-12.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

Enduring Understandings:

- The American Identity has many facets and pieces to tell the national story.
- Society and history shape an individual's and a nation's identity. identity evolves through time

Essential Questions:

- What is the American Identity?
- How does social media affect our personalities online and in the real world?
- Do people fit in the tradition views of American



and experience, and societal norms may constrain one person or group's identity more than the other.

- American Dream plays a large part in understanding America's Identity abroad and at home.
- Narrative essay is well-organized, coherent, and may use dialogue to engage readers.
- Good writers use figurative language and characterization to build effective and interesting stories.
- Writers use suspense to create tension in a story.
- Good writers use suspense to set the tone, dialogue, structure, and theme to build the character's identity

Identity?

- How has the American Identity shaped our society and culture?
- How Is the American Identity different in present day?
- What is a narrative essay?
- How does one use plot structure, figurative language, and dialogue in a narrative essay?
- How do writers use dialogue and figurative language to create characterization, setting, and conflict in the narrative?
- What is suspense?
- How do writers use suspense in writing?
- How does suspense affect the reader?
- How does suspense build a character's identity?
- How do contemporary writers speak to current issues?

Students will know:

- Textual evidence and relevant connections support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Themes or central ideas of a text develop over the course of the text and interact and build on one another to produce a complex account.
- Summaries of texts.
- The impact of author's choices in developing elements of a story or drama.
- The meaning of words and phrases as they are used in the text, including figurative and connotative meanings; impact of specific word choices on meaning and tone, words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- When grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- That a complex set of ideas or sequence of events will interact and develop over the course of the text.
- The meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings



- The effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- An author's point of view or purpose in a text in which the rhetoric is particularly effective, and that style and content contribute to the power, persuasiveness, or beauty of the text.
- Multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- The reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- Seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- Arguments support claims and use valid reasoning and relevant, sufficient evidence.
- That an argument introduces precise, knowledgeable claim(s), establishes the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- That an argument develops claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- An argument uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- An argument establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- An argument provides a concluding statement or section that follows from and supports the argument presented.
- That clear and coherent writing is developed, organized, and styled appropriately for task, purpose, and audience.
- Planning, revising, editing, rewriting, trying a new approach, or consulting a style manual, and focusing on addressing what is most significant for a specific purpose and audience is part of the writing process.
- Technology, including the Internet, is a way to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- That short and more sustained research projects can answer a question or solve a problem; may narrow or



broaden an inquiry; should synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Relevant information from multiple authoritative print and digital sources must be assessed for the strengths and limitations of each source in terms of the task, purpose, and audience; integration of information selectively will maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- Evidence from literary or informational texts supports analysis, reflection, and research.
- That writing 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 improves fluency and effectiveness.
- That they should initiate and participate in collaborative discussions with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- To have an effective discussion they need to come to discussions prepared, having read and researched material under study.
- That collaboration with peers encourages civil, democratic discussions which are an important part of education.
- That good conversation is created by posing and responding to questions that probe reasoning and evidence; covers a full range of positions on a topic or issue; may involve clarification, verification, or challenging ideas and conclusions; and will promote divergent and creative perspectives.
- That diverse perspectives require synthesizing comments, claims, and evidence made on all sides of an issue;
- resolving contradictions when possible; and determining what additional information or research is required to
- deepen the investigation or complete the task.
- Integration of multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- A speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- That information, findings, and supporting evidence should be clear, concise, and logical and that content, organization, development, and style are appropriate to the task, purpose, and audience.
- Presentations should make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- The usefulness of adapting speech to a variety of contexts and tasks, demonstrating a command of formal



English when indicated or appropriate.

- The conventions of standard English grammar and usage when writing or speaking.
- The understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- The conventions of standard English capitalization, punctuation, and spelling when writing.
- Hyphenation conventions.
- How to spell correctly.
- Understand how language functions in different contexts, and what are effective choices for meaning or style.
- That varying syntax creates effects.
- A range of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- Context is a clue to the meaning of a word or phrase.
- That patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- General and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, are used to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- The preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
- Figurative language, word relationships, and nuances in word meanings.
- Figures of speech (e.g., hyperbole, paradox).
- There are nuances in the meaning of words with similar denotations.
- 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).

Students will be able to:

Reading Literature

- 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.11-12.1]
- 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). [RL.11-12.3]



- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) [RL.11-12.7]
- Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]

Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1]
- Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1]
- Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1]
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1]
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). [W.11-12.1]
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. [W.11-12.3]
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop



- experiences, events, and/or characters. [W.11-12.3]
- 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). [W.11-12.3]
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3]
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3]
 - 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. [W.11-12.5]
 - Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]
 - 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”). [W.11-12.9]
 - 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]”). [W.11-12.9]
 - 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. [W.11-12.10]

Speaking and Listening

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. [SL.11-12.1]
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. [SL.11-12.1]
- Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. [SL.11-12.1]
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1]



- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. [SL.11-12.1]
- Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. [SL.11-12.4]
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. [SL.11-12.6]

Language

- 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. [L.11-12.3]
- Vary syntax for effect, apply an understanding of syntax to the study of complex texts. [L.11-12.3]
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5]
- Analyze nuances in the meaning of words with similar denotations. [L.11-12.5]

Assessment Evidence

Performance Task:

Literary Analysis Essay

- You have read two texts _____ and _____. Though the characters share some similarities, the authors develop their characters in very different ways.
- Write an essay in which you analyze the different approaches the authors take to develop these characters. Your essay should consider how main characters interact with other characters, how they advance the plot, and how they help to

Required District/State Assessments:

- LinkIT NJGPA Form B Benchmark Assessment
- NJGPA

Suggested Formative/Summative Assessments:

- Reading and analyzing texts
- Journals (daily writing, reader response, etc.)
- Grammar and vocabulary exercises, quizzes, tests
- Large and small group discussions
- Self-evaluations
- Peer editing sessions



- develop the theme throughout their stories.
- Use specific evidence from both passages to support your analysis.

- Questions for analysis and discussions
- Quizzes, tests, projects

Learning Plan

Learning Activities:

Vocabulary

- WordlyWise

Literary Analysis Performance Task

- You have read two texts _____ and _____. Though the characters share some similarities, the authors develop their characters in very different ways.
- Write an essay in which you analyze the different approaches the authors take to develop these characters. Your essay should consider how main characters interact with other characters, how they advance the plot, and how they help to develop the theme throughout their stories.
- Use specific evidence from both passages to support your analysis.

Other Learning Activities

- Teachers will facilitate self-selected reading where students read a book of their choice for a set amount of time during the class period. Fifteen minutes of reading time is optimal at least three days per week. Activities like book talks, book snaps, and conferencing can be utilized to showcase what students are reading in a less intimidating way than a book report or assessment.
- Writing prompts
- Journals
- Oral presentations
- Tests/quizzes
- Class discussion
- Self-assessment



- Peer review
- Questions Trails
- Socratic Cirlces
- Fishbowl
- Stations

Selected Texts:

Extended Fiction

- The Crucible (Arthur Miller) parallel with McCarthyism (clips from Invasion of the Body Snatchers)
- Passing (Nella Larsen) excerpts
 - [Nella Larsen, Passing, novel, 1929, Ch. 3, excerpts](#)
- The Bell Jar (Sylvia Plath)
 - [The Bell Jar](#)
- Tortilla Flat (John Steinbeck) excerpts
- Travels With Charley (John Steinbeck) excerpts
- The Piano Lesson (August Wilson)

Short Stories

- The Story of an Hour (Kate Chopin)
 - ["Story of an Hour" by Kate Chopin](#)
- Harrison Bergeron (Kurt Vonnegut)
 - [Before Reading - Harrison Bergeron](#)
- Red Dress (Alice Munro)
- Where are You Going, Where have You Been? by Joyce Carol Oates
 - ["Where Are You Going, Where Have You Been?" - Joyce Carol Oates](#)
- Girl (Jamaica Kincaid)
 - [Jamaica Kincaid](#)
- Cathedral (Raymond Carver)
 - [Cathedral](#)

Poetry



- Counting Descent-Collection of poems (Clint Smith)
- Electric Arches-Collection of poems (Eve L.Ewing)
- Leaves of Grass Song of Myself (Walt Whitman)
 - [SONG OF MYSELF. \(Leaves of Grass \(1881-1882\)\) - The Walt Whitman Archive](#)
- Paul Laurence Dunbar- We Wear the Mask
 - [Maya Angelou | Poetry Foundation](#)
- I Know Why the Caged Bird Sings (Maya Angelou)
 - [Maya Angelou | Poetry Foundation](#)

Foundational Documents

- Lincoln's Gettysburg Address

Informational Text

- Gail Carson Levine-12 Ways to Create Suspense
 - [12 Ways to Create Suspense - Ingrid Sundberg](#)

Related Standards

Interdisciplinary connections

Social Studies Connection

- Analyze how the social, economic, and political roles of women were transformed during this time period (6.2.12.HistoryCC.4.f)

Example- Using one of the following texts (The Crucible, "The Story of an Hour," The Bell Jar), research and explain how womens' societal roles were changing during the time in which the text was written. Use the topic of social roles, economic roles, and politica roles to organize your writing. Include a Works Cited page for your additional sources.



Technology (NJSLC Career Readiness, Life Literacies, and Key Skills)

Ethics & Culture (8.2.12.EC.1)

- Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Example- Students will analyze the changing nature of the American Identity by assessing how Americans use technology currently and predicting how Americans will engage with technology in the future.

21st Century Skills (NJSLC Career Readiness, Life Literacies, and Key Skills)

Creativity & Innovation (9.4.12.CI.1)

- Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Example- Using *The Crucible* and short non-fiction readings, research the effects of Puritanism on the modern American Identity. Students should write about how socio-religious institutions from colonial America influence us today. Include a Works Cited page.

NJ SEL Competencies

- Social Awareness
- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Culturally Relevant Connections

- The *Crucible's* focus on mass hysteria is relevant in the 21st century because it forces the audience to look at personal flaws and look at how fear can politically motivate. The play is based on The Salem Witch Trials of 1692 but is an allegory for the hysteria surrounding the Red Scare of the 1950s. The Puritan Work Ethic helped shape the modern American Identity.



- Passing, written by the Harlem Renaissance novelist Nella Larsen, refers to the practice of racial passing, in which the main character lives her life passing as white and “crosses the color line” leads to her tragic end. Students can connect to current forms of discrimination based on skin color known as colorism.
- Dr. Eve L. Ewing is a Black sociologist of education and a writer from Chicago. Her research is focused on racism, social inequality, and urban policy, and the impact these force on American public schools and the lives of young people. Her collection of poems in Electric Arches explores Black girlhood through poetry, visual art and narrative prose.
- Clint Smith’s collection of poetry in Counting Descent is a coming of age story that unapologetically celebrates black humanity.
- Though a point of debate, most biographser believe Walt Whitman, poet of Leaves of Grass and poet laureate , was bisexual and the content of his poems reflects this.
- Scholars have looked at the homosexuality subtext between the two main female characters in Passing, Clare and Irene.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Provide outline support for the essay with sentence stems/sentence frames to scaffold the writing process.
- Utilize tiered instruction to address the reading and writing needs of the struggling learners and those with disabilities.

Suggestions based on individual needs:

- Comprehension:
 - Utilize chunking of readings, directions, and assignments
 - Provide frequent feedback
 - Use of post-it notes to allow students to annotated on novels

ELL:

- Encourage students to utilize Read & Write Toolbar with text to speech and translator
- Provide graphic organizers to help students intake new information
- As frequently as possible, provide graphic or visual supports
- Allow students to work with a partner on activities or assignments where a significant amount of new information is being delivered



- Processing:
 - Allow for extra response time
 - Have students verbalize steps
- Recall:
 - Teacher-made checklist
 - Use visual graphic organizers

Enrichment

- Extended learning goals:
 - ⇒ Elevate the text complexity
 - ⇒ Encourage students working efficiently and enthusiastically to create their own higher order thinking questions and have them lead small group discussions using their question
 - ⇒ Have students create a short film that displays an understanding of suspense through an original narrative.

Unit 3: Society vs. Individual/ Research Paper (Approx. 6 weeks)

Desired Outcomes

Established Goals: NJSLS

1. Examine the themes of Society vs. the Individual
2. Examine the themes of Resistance and Rebellion
3. Explore satire
4. Compare mediums
5. Execute closed readings
6. Text analysis
7. Examine domain and academic specific vocabulary
8. Cite textual evidence



9. Build evidential supports
10. Use of credible databases and resources for research
11. Craft a research paper

NJSLS Standards:

- RL 11-12.10- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- 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.
- RI 11-12.7- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI 11-12.8- Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI 11-12.9- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- RI 11-12.10- By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
- W 11-12.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and

maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

- 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.
- W 11-12.6- Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W 11-12.7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W 11-12.8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- SL 11-12.2- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL 11-12.5- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- L 11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L 11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
- L 11-12.4- 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).



Enduring Understandings:

- Groups of individuals rebel against and conform to norms due to societal, political, and environmental factors.
- Individuals who resist social norms become estranged from society, and must confront discrimination, racism, and stereotyping.
- Research provides a clear, broad, and objective view on a related topic.
- Citing strong textual evidence supports from reliable sources will create a more coherent and credible claim.
- A wide variety of authors will provide a genuine view of an idea or topic.

Essential Questions:

- What is society?
- What does it mean to rebel?
- What does it mean to conform?
- How does society dictate social norms?
- How does social media conform or defy societal norms?
- When is it right to conform to society and when is it right to rebel?
- Why does one do research and how does one implement research into essay writing?

Students will know:

- Textual evidence and relevant connections support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Themes or central ideas of a text develop over the course of the text and interact and build on one another to produce a complex account.
- Summaries of texts.
- The impact of author's choices in developing elements of a story or drama.
- The meaning of words and phrases as they are used in the text, including figurative and connotative meanings; impact of specific word choices on meaning and tone, words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- How structuring 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) contributes to its overall structure and meaning as well as its aesthetic impact.
- When grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).



- There are multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry)
- Eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- That a complex set of ideas or sequence of events and specific individuals, ideas, or events will interact and develop over the course of the text.
- The meaning of words and phrases as they are used in the text, including figurative and connotative meanings; impact of specific word choices on meaning and tone, words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- The effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- An author's point of view or purpose in a text in which the rhetoric is particularly effective, and that style and content contribute to the power, persuasiveness, or beauty of the text.
- Narratives develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Narratives engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- Precise words and phrases, telling details, and sensory language convey a vivid picture of the experiences, events, setting, and/or characters.
- Narratives provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- That clear and coherent writing is developed, organized, and styled appropriately for task, purpose, and audience.
- Planning, revising, editing, rewriting, trying a new approach, or consulting a style manual, and focusing on addressing what is most significant for a specific purpose and audience is part of the writing process.
- Technology, including the Internet, is a way to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- That short and more sustained research projects can answer a question or solve a problem; may narrow or broaden an inquiry; should synthesize multiple sources on the subject, demonstrating understanding of the



subject under investigation.

- Relevant information from multiple authoritative print and digital sources must be assessed for the strengths and limitations of each source in terms of the task, purpose, and audience; integration of information selectively will maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- Evidence from literary or informational texts supports analysis, reflection, and research.
- Eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- 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]").
- That writing 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 improves fluency and effectiveness.
- To have an effective discussion they need to come to discussions prepared, having read and researched material under study.
- That they should initiate and participate in collaborative discussions with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- To have an effective discussion they need to come to discussions prepared, having read and researched material under study.
- That collaboration with peers encourages civil, democratic discussions which are an important part of education.
- That good conversation is created by posing and responding to questions that probe reasoning and evidence; covers a full range of positions on a topic or issue; may involve clarification, verification, or challenging ideas and conclusions; and will promote divergent and creative perspectives.
- That diverse perspectives require synthesizing comments, claims, and evidence made on all sides of an issue; resolving contradictions when possible; and determining what additional information or research is required to deepen the investigation or complete the task.
- Integration of multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- A speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.



- That information, findings, and supporting evidence should be clear, concise, and logical and that content, organization, development, and style are appropriate to the task, purpose, and audience.
- Presentations should make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- The usefulness of adapting speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- The conventions of standard English grammar and usage when writing or speaking.
- The understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- The conventions of standard English capitalization, punctuation, and spelling when writing.
- Hyphenation conventions.
- To spell correctly.
- Understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- That varying syntax creates effects.
- A range of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- Context is a clue to the meaning of a word or phrase.
- That patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- General and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, are used to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- The preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
- Figurative language, word relationships, and nuances in word meanings.
- Figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Nuances in the meaning of words with similar denotations.
- Grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will be able to:

Reading Literature



- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. [RL.11-12.10]
- Reading Informational
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]
- Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). [RI.11-12.8]
- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. [RI.11-12.10]

Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1]
- Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1]
- Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1]
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1]
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2]
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,



concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2]

- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2]
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2]
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2]
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). [W.11-12.2]
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). [W.11-12.1]
- 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. [W.11-12.5]
- Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.11-12.7]
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). [W.11-12.8]

Speaking and Listening

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. [SL.11-12.2]
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]

Language



- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.11-12.1]
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1]
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
- Observe hyphenation conventions. [L.11-12.2]
- Spell correctly. [L.11-12.2]
- 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. [L.11-12.4]
- 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. [L.11-12.4]
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). [L.11-12.4]
- 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. [L.11-12.4]
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4]

Assessment Evidence

Performance Task:

Protest Movement Research Project

-  Protest Movement Research Project

Required District/State Assessments:

- LinkIT NJGPA Form B Benchmark Assessment
- NJGPA

Suggested Formative/Summative Assessments:

- Reading and analyzing texts
- Journals (daily writing, reader response, etc.)
- Grammar and vocabulary exercises, quizzes, tests
- Large and small group discussions



- Self-evaluations
- Peer editing sessions
- Questions for analysis and discussions
- Quizzes, tests, projects

Learning Plan

Learning Activities:




Vocabulary

- WordlyWise

Research Simulation Performance Task

-  Protest Movement Research Project

Research Simulation Task Practice:

- You have just read three sources discussing the Supreme Court case of Tinker v. Des Moines:
 - The United States Supreme Court majority opinion by Chief Justice Abe Fortas-
 Dissenting Opinion.pdf
 - The United States Supreme Court dissenting opinion by Justice Hugo Black-
 Passage from Supreme Court Majority Opinion.pdf
 - A transcript of a radio interview with law professor Catherine Ross-
 Transcript.pdf
- Consider the points made by each source about the issues surrounding the Tinker v. Des moines case. Write an essay analyzing the arguments of those who believe certain kinds of speech should be prohibited within an educational setting and those who believe the opposite. Base the analysis on the specifics of the Tinker v. Des Moines case and the arguments and principles set forth in the sources. The essay should consider at least two of the sources presented.

Other Learning Activities



- Teachers will facilitate self-selected reading where students read a book of their choice for a set amount of time during the class period. Fifteen to twenty minutes of reading time is optimal at least three days per week. Activities like book talks, book snaps, and conferencing can be utilized to showcase what students are reading in a less intimidating way than a book report or assessment.
- Writing prompts
- Journals
- Oral presentations
- Tests/quizzes
- Class discussion
- Self-assessment
- Peer review

Selected Texts:

Extended Texts

- Their Eyes Were Watching God (Zora Neale Hurston)
- I Know Why the Caged Bird Sings (Maya Angelou)
- The Piano Lesson (August Wilson)

Short Stories

- Harrison Bergeron (Kurt Vonnegut)
 - [Before Reading - Harrison Bergeron](#)
- The Black Cat (Edgar Allan Poe)
 - [The Black Cat and Other Stories](#)
- The Yellow Wallpaper (Charlotte Perkins Gilman)
- Those Who Walk Away from Omelas (Ursula LeGuinn)
 - [The Ones Who Walk Away From Omelas From The Wind's Twelve Quarters: Short Stories by Ursula Le Guin With a clamor of bells that](#)





Poetry

- Counting Descent-Collection of poems (Clint Smith)



- Electric Arches- Collection of poems (Eve L. Ewing)

Nonfiction

- United States Supreme Court majority opinion written by Justice Abe Forta-from Tinker V. Des Moines Independent Community School District-  Passage from Supreme Court Majority Opinion.pdf
- Dissenting opinion by Justice Hugo Black- from Tinker V. Des Moines Independent Community School District-  Dissenting Opinion.pdf
- Transcript of a radio interview with law professor Catherine Ross- Supreme Court Landmark Series: Tinker V. Des Moines-  Transcript.pdf
- [Climate Change \(Procon.org Article\)](#)
-  America's New Normal. A Degree Hotter Than Two Decades Ago.pdf

Media/ Art

- Twilight Zone - Rod Serling “Eye of the Beholder”/”No. 12 Looks Just Like You”/”Where is Everybody?”
- Black Mirror - Clip from “Nosedive” (Netflix series)
- Contemporary Art - Satirical Illustrations Addiction Technology (at teacher’s discretion)

Related Standards

Interdisciplinary connections

The Great Depression and World War II: New Deal (6.1.12.CivicsPR.10.a)

- Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

Example: Students may choose to research Supreme Court cases dealing with First Amendment rights (Tinker v Des Moines; Vernonia v Acton; Debs v US; Johnson v Texas) and how the Supreme Court decided constitutionality of the speech or speech act.



Technology (NJSLC Career Readiness, Life Literacies, and Key Skills)

Ethics & Culture (8.2.12.ETW.4)

- Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Example- When working on the protest movement performance task assignment, students may elect to explore the historical tensions behind environmental and economic considerations as driven by human needs and wants in the development of a technological product

21st Century Skills (NJSLC Career Readiness, Life Literacies, and Key Skills)

Information and Media Literacy (9.4.12.IML.7)

- Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Example- Students will develop arguments regarding societal/ ethical issues with the protest movement performance task.


NJ SEL Competencies

- Self-Awareness
- Examining prejudices and biases
- Integrating personal and social identities

Climate Change

- One of the options for the Protest Movement performance task is climate change- students can conduct their own research on the movement and/or utilize the options provided in the curriculum.
 - [Climate Change](#)



-  America's New Normal. A Degree Hotter Than Two Decades Ago.pdf

Culturally Relevant Connections

- Zora Neale Hurston is considered one of the pre-eminent writers of twentieth-century African-American Literature-Their Eyes Were Watching God
- Dr. Eve L. Ewing is a Black sociologist of education and a writer from Chicago. Her research is focused on racism, social inequality, and urban policy, and the impact these force on American public schools and the lives of young people. Her collection of poems in Electric Arches explores Black girlhood through poetry, visual art and narrative prose.
- Clint Smith's collection of poetry in Counting Descent is a coming of age story that unapologetically celebrates black humanity.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Provide outline support for the research paper with sentence stems/sentence frames to scaffold the writing process.
- Utilize tiered instruction to address the reading and writing needs of the struggling learners and those with disabilities.
- Shorten length of paper and number of sources required

Suggestions based on individual needs:

Comprehension:

- Utilize chunking of readings, directions, and assignments
- Students will write short objective summaries to

ELL:

- Break down the research paper assignment into small chunks
- Provide models and sentence starters for formal research language
- Pre-teach or provide content-specific vocabulary ahead of time
- Provide students with an outline to help draw connections between the sections of the research paper



help them conceptualize the information in their articles

- Provide frequent feedback
- Use of post-it notes to allow students to annotated on novels

Processing:

- Allow for extra response time
- Have students verbalize steps

Recall:

- Teacher-made checklist
- Use visual graphic organizers

Enrichment

- Extended learning goals:
 - ⇒ Encourage students to create a 5-8 minute You-Tube-like video that explains their research paper. Video should be fun and energetic to show students that presentation style varies depending on context and audience. [YouTube Sisyphus | Mythology with Dael Kingsmill](#)

Appendix A: Culturally Relevant Pedagogy Examples

BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION	KNOWLEDGE CONSTRUCTION	PREJUDICE REDUCTION	EQUITABLE PEDAGOGY	EMPOWERING SCHOOL CULTURE
Teachers use examples and content from a variety of cultures & groups.	Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.	Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.	Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.	Using the other four dimensions to create a safe and healthy educational environment for all.
<p>This unit / lesson is connected to other topics explored with students.</p> <p>There are multiple viewpoints reflected in the content of this unit / lesson.</p> <p>The materials and resources are reflective of the diverse identities and experiences of students.</p> <p>The content affirms students, as well as exposes them to experiences other than their own.</p>	<p>This unit / lesson provides context to the history of privilege and oppression.</p> <p>This unit / lesson addresses power relationships.</p> <p>This unit / lesson help students to develop research and critical thinking skills.</p> <p>This curriculum creates windows and mirrors* for students.</p>	<p>This unit / lesson help students question and unpack biases & stereotypes.</p> <p>This unit / lesson help students examine, research and question information and sources.</p> <p>The curriculum encourage discussion and understanding about the groups of people being represented.</p> <p>This unit / lesson challenges dominant perspectives.</p>	<p>The instruction has been modified to meet the needs of each student.</p> <p>Students feel respected and their cultural identities are valued.</p> <p>Additional supports have been provided for students to become successful and independent learners.</p> <p>Opportunities are provided for student to reflect on their learning and provide feedback.</p>	<p>There are opportunities for students to connect with the community.</p> <p>My classroom is welcoming and supportive for all students?</p> <p>I am aware of and sensitive to the needs of my students and their families.</p> <p>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</p>

Developed by Karla E. Vigil. Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition), New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.



Appendix B: English Language Learners

WIDA Levels:

At the given level of English language proficiency, English language learners will process, understand, produce or use

6- Reaching	<ul style="list-style-type: none"> Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support



Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment	
<ul style="list-style-type: none"> • Welcoming and stress-free • Respectful of linguistic and cultural diversity • Honors students' background knowledge • Sets clear and high expectations • Includes routines and norms • Is thinking-focused vs. answer-seeking • Offers multiple modalities to engage in content learning and to demonstrate understanding • Includes explicit instruction of specific language targets • Provides participation techniques to include all learners 	<ul style="list-style-type: none"> • Integrates learning centers and games in a meaningful way • Provides opportunities to practice and refine receptive and productive skills in English as a new language • Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

*from *Understanding the WIDA English Language Proficiency Standards. A Resource Guide*. 2007 Edition.. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.

Galina (Halla) Jmourko, ESOL Coach, PGCPs; 2015, Rvsd. 2016



Appendix C: Differentiated Instruction

Strategies to accommodate based on student individual needs::

1. Time/General
 - a. Extra time for assigned tasks
 - b. Adjust length of assignment
 - c. Timeline with due dates for reports and projects
 - d. Communication system between home and school
 - e. Provide lecture notes/outline
2. Processing
 - a. Extra Response time
 - b. Have students verbalize steps
 - c. Repeat, clarify or reword directions
 - d. Mini-breaks between tasks
 - e. Provide a warning for transitions
 - f. Partnering
3. Comprehension
 - a. Precise processes for balanced math instructional model
 - b. Short manageable tasks
 - c. Brief and concrete directions
 - d. Provide immediate feedback
 - e. Small group instruction
 - f. Emphasize multi-sensory learning
4. Recall
 - a. Teacher-made checklist
 - b. Use visual graphic organizers
 - c. Reference resources to promote independence
 - d. Visual and verbal reminders
 - e. Graphic organizers
5. Assistive Technology
 - a. Computer/whiteboard
 - b. Tape recorder
 - c. Video Tape
6. Tests/Quizzes/Grading
 - a. Extended time
 - b. Study guides
 - c. Shortened tests
 - d. Read directions aloud
7. Behavior/Attention
 - a. Consistent daily structured routine
 - b. Simple and clear classroom rules
 - c. Frequent feedback
8. Organization
 - a. Individual daily planner
 - b. Display a written agenda
 - c. Note-taking assistance
 - d. Color code materials



Appendix D: Enrichment

What is the purpose of enrichment?

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity.

- Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths.
- Enrichment keeps advanced students engaged and supports their accelerated academic needs.
- Enrichment provides the most appropriate answer to the question, “What do you do when the student already knows it?”

Enrichment is ...	Enrichment is not...
<ul style="list-style-type: none">• Planned and purposeful• Different, or differentiated, work – not just more work• Responsive to students’ needs and situations• A promotion of high-level thinking skills and making connections within content• The ability to apply different or multiple strategies to the content• The ability to synthesize concepts and make real world and cross curricular connections• Elevated contextual complexity• Sometimes independent activities, sometimes direct instruction• Inquiry based or open-ended assignments and projects• Using supplementary materials in addition to the normal range of resources• Choices for students• Tiered/Multi-level activities with flexible groups (may change daily or weekly)	<ul style="list-style-type: none">• Just for gifted students (some gifted students may need intervention in some areas just as some other students may need frequent enrichment)• Worksheets that are more of the same (busywork)• Random assignments, games, or puzzles not connected to the content areas or areas of student interest• Extra homework• A package that is the same for everyone• Thinking skills taught in isolation• Unstructured free time



Appendix E: Resources

Textbook:

Prentice Hall Literature: Timeless Voices, Timeless Themes. Prentice Hall, 2002. (Gold, Maroon and Green versions)

Prentice Hall Literature: Timeless Voices Timeless Themes: World Literature. Prentice Hall, 2001

Wiggins, Grant P. *Prentice Hall Literature Common Core Edition*. Pearson/Prentice Hall, 2012.



Appendix F: Climate Change Curriculum Statement

With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the 2016 NJSLS-English Language Arts (ELA) and Mathematics do not have specific climate change standards, districts may want to consider how they can design interdisciplinary climate change units that incorporate relevant ELA and mathematics standards.

Components of this are tagged throughout the curriculum as appropriate under the “Related Standards” section in each unit.