



Burlington County Institute of Technology

Medford Campus

Westampton Campus

English IV

Board Approval Date: August, 2023



Course Description

English IV is based heavily on philosophical themes such as identity, ethics, and justice. Students will complete a full unit on the research process which will culminate in a 6-8 page paper along with a TEDx talk.

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Pacing Guide

Unit	Standards	Weeks
Unit 1: Identity	<ul style="list-style-type: none">• RL 11-12.1, RL 11-12.2, RL 11-12.3, RL 11-12.4, RL 11-12.5• W 11-12.3• L 11-12.4, L 11-12.5	Approx. 6
Unit 2: Ethics	<ul style="list-style-type: none">• RL 11-12.6• RI 11-12.1, RI 11-12.2, RI 11-12.3, RI 11-12.4, RI 11-12.9, RI 11-12.10• W 11-12.10• SL 11-12.1, SL 11-12.3, SL 11-12.4	Approx. 3
Unit 3: Research	<ul style="list-style-type: none">• RI 11-12.5, RI 11-12.6, RI 11-12.7• W 11-12.1, W 11-12.2, W 11-12.4, W 11-12.5, W 11-12.6, W 11-12.7, W 11-12.8• SL 11-12.2, SL 11-12.4, SL 11-12.5, SL 11-12.6• L 11-12.6	Approx. 5
Unit 4: Justice	<ul style="list-style-type: none">• RL 11-12.7, RL 11-12.9, RL 11-12.10• RI 11-12.8• W 11-12.9• L 11-12.1, L 11-12.2, L 11-12.3	Approx. 4



Curriculum Maps

Unit 1: Identity (approx. 6 weeks)

Desired Outcomes

Established Goals: NJSLS

1. Identifying and using textual evidence
2. Making inferences
3. Recognizing ambiguity
4. Analyzing text structure
5. Identifying and explaining point-of-view
6. Identifying and following central ideas
7. Producing an objective summary
8. Analyzing structure
9. Establishing point-of-view
10. Recognizing and analyzing style
11. Creating narrative writing
12. Establishing point-of-view
13. Using narrative techniques
14. Varying word choice
15. Awareness of audience
16. Editing and revising
17. Publishing writing
18. Using and producing digital media
19. Identifying and analyzing language functions
20. Using proper syntax
21. Identifying and analyzing figurative language
22. Understanding nuance
23. Understanding figures of speech
24. What are values?



25. Understanding denotation and connotation

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 11-12.3- 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 11-12.4- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- RL 11-12.5- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- 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.
- 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).

- 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:

- Experiences shape the way we view the world.
- Culture and cultural perspectives build one's personal philosophy.
- Values shape a person's everyday choices and decisions.

Essential Questions:

- What factors shape identity?
- What are values?
- Who am I?
- How do values affect your understanding of the world?

Students will know:

- To cite strong and thorough textual evidence in order to support their analysis
- To analyze author's choices regarding structure, as it affects meaning and aesthetics
- To determine central ideas of texts and analyze their development over the course of the text
- To provide an objective summary of the text
- How specific individuals, ideas, or events interact and develop over the course of the text
- How to analyze and evaluate the effectiveness of exposition or argument
- To determine an author's point of view or purpose in a text
- How style and content contribute to the power, persuasiveness, or beauty of a text
- Narratives develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- How to engage and orient the reader by setting out a problem, situation, or observation and its significance
- To establish one or multiple point(s) of view and introduce a narrator and/or



- characters, creating a smooth progression of experiences or events
- Narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines develop experiences, events, and/or characters
- Precise words and phrases, telling details, and sensory language convey a vivid picture of the experiences, events, setting, and/or characters
- A conclusion follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- To develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience
- How to use technology, including the internet, to produce, publish, and update individual or shared writing produces in response to ongoing feedback, including new arguments or information
- To make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- How language functions in different contexts
- To vary syntax for effect, consulting references for guidance when needed.
- Figurative language, word relationships, and nuances in word meanings.
- How to interpret figures of speech in context and analyze their role in the text

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 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.11-12.2]
- 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]
- 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 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]

Writing

- 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]

Language

- 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]
- 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:

Irregular Perspective Narrative

- Fictional narrative featuring a protagonist who has an altered/irregular perspective of the world. Students come up with their own protagonist-first or third PoV and write a story.

Required District/State Assessments:

- Midterm Exam
- Final Exam

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

Irregular Perspective Narrative Performance Task

- Fictional narrative featuring a protagonist who has an altered/irregular perspective of the world. Students come up with their own protagonist-first or third PoV and write a story.



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.
- "I Believe" Essay (expository)
- Thematic comparison analysis (one short story and one nonfiction text) (expository)
- Parallel Memoir (narrative)
- Literature Circles for Short Stories/Nonfiction Articles
- Symbols in The Metamorphosis
- Debate: Existential reading or salvation reading of The Metamorphosis (Standards: RL.11-12.2.; RL.11-12.6.)
- Things to teach: symbol, allusion, allegory themes, point of view, tone and mood)
- First Thoughts Writing Drills
- Journal Entries

Selected Texts:

Extended Texts

- Metamorphosis (Kafka)
- The Stranger (Camus)
- Invisible Man (Ellison)
- Things Fall Apart (Achebe)
- The Color of Water (McBride)
- Death of a Salesman (Miller)

Short Stories

- Everyday Use (Alice Walker)
- Desiree's Baby (Kate Chopin)- ["Desiree's Baby" by Kate Chopin - Ms Jarrett](#)
- The Greatest Man in the World (James Thurber)



- The Pose (Anwar Khan)- [The Pose - Words Without Borders](#)
- A Day Goes By (Luigi Pirandello)
- The Greatest Man in the World (James Thurber)

Poetry

- Who Understands Me but Me? (Jimmy Santiago Baca)

Informational Texts

- You've Got to Find What You Love (Steve Jobs)- ['You've got to find what you love,' Jobs says | Stanford News](#)
- How It Feels To Be Colored Me" (Zora Neale Hurston)
- How to React to Familiar Faces (Umberto Eco)
- Various I Believe essays (NPR)- [ThisIBelieve.org](#)
- Harvard Lecture Series (youtube)
- Nietzsche and Value Creation
- Newsela or NY Times Identity or Gender and Identity Articles (some examples are listed below):
 - [Choose Your Own Identity - The New York Times](#)
 - [Gender & Society - The New York Times](#)
 - [Study: Language-not religion or birthplace- Defines National Identity](#)

Related Standards

Interdisciplinary connections and examples

Social Studies Connection

Postwar United States: Civil Rights and Social Change (6.1.12.HistoryUP.13.a)

- Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

Example: When reading and discussing "The Death of a Salesman," have students examine the ways that a Postwar United States, where social change is exploding might have a significant influence on households



like the one featured in Arthur Miller's iconic play. Students can explore the way that suburban living and television supported conformity and stereotyping and its implication in the text.

Technology (NJSLs-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

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 narrative performance task. 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 (NJSLs-Career Readiness, Life Literacies, and Key Skills)

Creativity and Innovation (9.4.12.CI.1)

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

Example: Students will demonstrate the ability to reflect, analyze, and use creative skills and ideas when crafting the narrative essay.

Social Emotional Learning

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Culturally Relevant Connections

- Chinua Achebe, *Things Fall Apart*- Nigerian novelist, poet, professor and critic. The text sheds light on tribal life from the inside.
- Anwar Khan, author of “The Pose” is from Mumbai. His stories focus on particular aspects of life in Mumbai, especially their minorities and subcultures.
- Zora Neal Hurston, an African-American author and anthropologist whose stories portray racial struggles in the early 20th century American South. Her essay, “How it Feels to Be Colored Me” is an optional text in this unit and is about Hurston’s experience as an African-American woman in early 20th century America.
- Author Alice Walker explored a romantic relationship with singer/song-writer, Tracy Chapman.

Accommodations

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

- For the thematic comparison analysis, provide students with a t-chart graphic organizer to help with the gathering and analysis of text evidence.
- Break down assignments into smaller chunks.
- Provide check lists for extended assignments.
- Frequently check-in on students to gauge level of understanding.

ELL:

- Adjust the amount of work (i.e. required reading and writing) that is required of English Language Learners.
- Consider allowing an ELL to pair up with a classmate who is willing to break concepts and assignments down for him or her. Have the pair sit next to each other so that content can be made more comprehensible as it is being delivered.
- Provide ELL's with sentence frames and starters for different styles of writing so that they can reference them throughout the course and use as needed.
- Provide sentence starters/ frames for writing tasks
- Provide L's with effective models of writing (i.e. student samples, teacher-created sample, samples pulled from)



Enrichment

- Extended learning goals:
 - ⇒ Independent Study Contract- Student/students may choose a topic of interest, and work out the parameters for the process and product with the teacher.
 - ⇒ Tiered Assignments- Students who master content easily can be given more challenging assignments (different texts, more complex vocabulary...etc.) while students needing more support may have more basic practice and assignments.

Unit 2: Ethics (approx. 3 weeks)

Desired Outcomes

Established Goals: NJSL

1. Make personal connections, connections to other texts, and/or global/historical connections when relevant
2. Analyze the text and identify explicit and implicit textual evidence
3. Draw inferences using implicit and explicit text evidence
4. Determine two or more themes or central ideas in a text
5. Recognize supporting details for themes/central ideas
6. Analyze themes/central ideas as it develops over the course of the text
7. Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction
8. Assess figurative meaning
9. Assess connotative meaning
10. Explain how tone supports the themes as well as the overall meaning of the text



11. Identify and assess the point of view
12. Determine what the text literally and figuratively states
13. Determine writing task type and its appropriate organizational structure
14. Conduct short and more sustained research projects
15. Conduct research drawing on multiple sources
16. Manage a long-term research project that incorporates research, reflection, and revision
17. Articulate ideas clearly and persuasively in a discussion
18. Refer to evidence from texts and other research
19. Respect and promote diverse perspectives in a discussion or collaborative activity
20. Organize, develop, and produce a presentation in a style appropriate to my purpose and audience
21. Present information clearly, concisely, and logical
22. Utilize and incorporate appropriate grammar and usage in writing and speaking
23. Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling
24. Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
25. Use context clues to derive word meaning
26. Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
27. Acquire general academic words from content-specific written texts

NJSLS Standards

- 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).
- 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 11-12.4- 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 11-12.9- 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 11-12.10- 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 11-12.2- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- SL 11-12.3- 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.

Enduring Understandings:

- Ethics are a way of deciding a course of action.
- Ethics are for the greater good rather than the individual.
- Ethics are not motivated by self interest.

Essential Questions:

- What is the right thing to do?
- What is ethics?
- How do ethics shape humanity?
- How do ethics shape our choices?



- Our values and experiences shape our ethical choices.

- What factors other than ethics shape our choices?

Students will know:

- Textual evidence will support their analysis.
- The author's choices impact the meaning and structure of a text.
- How to develop and strengthen writing through planning, revising, editing and revisions.
- How to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- How to draw evidence from literary or informational texts to support analysis, reflection, and research.
- Come to discussion prepared, having drawn on evidence from texts and other research.
- Will share respectfully and respond thoughtfully to diverse perspectives
- The importance of acquiring and using strong vocabulary in all their writing.

Students will be able to:

Reading Literature

- 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]
- 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]
- 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]
- 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.11-12.4]
- 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.11-12.9]
- 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]

- By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above. [RI.11-12.10]

Writing

- 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

- 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]
- 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]
- 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]

Assessment Evidence

Performance Task:

- Enchriridion Philosophical Analysis Project

Required District/State Assessments:

- Midterm Exam
- Final Exam

Suggested Formative/Summative Assessments:

- Quizzes and written responses on various short stories and nonfiction read in class.
- Small group discussions
- Informal writing
- Tests



- Projects
- Self-Reflection

Learning Plan

Learning Activities:

Vocabulary

- WordlyWise

Enchiridion Philosophical Analysis Performance Task

- “The Enchiridion” group project (Students work with a partner to interpret assigned philosophical sayings of Epictetus on pages 85-106 of the Ethics textbook. Students create and present a visual, ie.ppt, presentation of their assigned sayings.) Readings on Utilitarian Ethics, Deontological Ethics, and other ethical perspectives (RI.11-12.3.)
- Socratic Circles based on short stories
- 1-page response (one for each Socratic Circle they participated in)

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.
- Persuasive speech on ethics (see shared learning folder grade 12)
- Teachers will facilitate self-selected reading where students read a book of their choice for a set amount of time during the class period periodically throughout the week.
- Literature Circles for any of the readings
- Ethical Dilemmas: trolley problem, surgery problems, etc
- “First Thoughts” Writing Drills
- Journal Entries



Selected Texts:

Extended Fiction

- Hamlet (Shakespeare)

Short Stories

- Two Friends (Maupassant)
- A Jury of Her Peers (Glaspell)
- The Sniper (O'Flaherty)- [The Sniper](#)
- The Problem (Chekov)

Informational Text

- The Ethical Dilemma of Forced Chemotherapy on a Teen (Huff Post)
 - [The Ethical Dilemma of Forced Chemotherapy on a Teen](#)
- Should You Worry About Being the Next Henrietta Lacks?
 - [Should You Worry About Being the Next Henrietta Lacks? - The New York Times](#)
- Socratic Circles using the following texts (students sign up to participate in 2 of the following 6, which come from the Ethics textbook):
- Existentialism and Human Emotion (Jean-Paul Sartre #15)
- From Cruelty to Goodness (Philip Hallie #16)
 - [From Cruelty to Goodness](#)
- The Disparity Between Intellect and Character (Robert Coles #17)
 - [The Disparity Between Intellect and Character](#)
- Caring: A Feminine Approach to Ethics and Moral Education (Nel Noddings #21)
- Rich and Poor (Peter Singer #25)
 - [Rich and poor](#)
- Political Action: The Problem of Dirty Hands (Michael Walzer # 27)
 - [Political Action: The Problem of Dirty Hands - Michael Walzer](#)

Related Standards



Interdisciplinary connections and examples

Social Studies Connection

The Great Depression and World War II: New Deal (6.1.12.A.14.b)

- 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: When reading “Should You Worry About Being the Next Henrietta Lacks?” students will examine the Constitution and evaluate what rights Ms. Lacks had in 1951 versus what rights we have today.

Technology (NJSLs-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Technology Literacy (9.4.12.TL.3)

- Analyze the effectiveness of the process and quality of collaborative environments.

Example: Students will utilize technology to collaborate with their peers as they work on the Enchriridion Philosophical Analysis Project. At the end of the project, teachers can have students analyze the effectiveness of the process and quality of their collaborative environments.

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

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: Students may work in digital or in person literature circles when analyzing various ethical dilemmas. Students should determine strategies that contribute to effective outcomes.

Social Emotional Learning

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

- Robert Klitzman, M.D., author of "Should You Worry About Being the Next Henrietta Lacks?" provides an insight into Ms. Lacks, an African-American woman from Baltimore, who died when she was 31 from cervical cancer in 1951. Her doctor removed some of her cancer cells and later researchers would use those cells to develop new drugs and vaccines. Yet, she never granted consent to use her cells. Her story is both a best-selling book and a movie.

Accommodations

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

- For the readings and Socratic circles, provide students with a graphic organizer to help with the gathering and analysis of text evidence.
- Break down readings into smaller chunks.
- Frequently check-in on student to gauge level of understanding.

ELL:

- Adjust the amount of reading that is required of English Language Learners.
- Consider allowing an ELL to pair up with a classmate who is willing to break concepts down for him or her. Have the pair sit next to each other so that content can be made more comprehensible as it is being delivered.
- Provide ELL's with sentence frames and starters for the Socratic Circle questions, as needed.

Enrichment

- Extended learning goals:
 - ⇒ Students, as a class, can create "Life Quotes Books." Each student finds a quote that they live by or relate to, creates or attaches an image to the quote, and then compile the entries into a single document, which can be shared, posted into Google Classroom, and/or printed out and displayed.
 - ⇒ The reading selections and subsequent Socratic circles provide the students with the opportunity to



speak as an “expert” in a student-centered discussion.

Unit 3: Research (approx. 5 weeks)

Desired Outcomes

Established Goals: NJSLS

1. Conduct sustained research from reliable sources.
2. Analyze and decipher pertinent facts worthy of including in argument/expository style writing.
3. Perform TED talk using research findings in front of an audience.

NJSLS Standards:

- 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 11-12.6- 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.
- 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 11-12.2- 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 11-12.4- 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 11-12.7- 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 11-12.4- 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 11-12.6- 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:

- Research is a tool for building knowledge.
- Research is a means to understand various issues.
- Research can benefit businesses.
- Research can reveal truth and lies.
- Research can help a person find, assess, and seize opportunities.
- Research involves reading and writing
- Research is good for the mind: nourishes and exercises.

Essential Questions:

- Why is research important?
- Why is it important to use credible sources when gathering information?
- What are you interested in researching?
- What are some topics that need more research?
- Where do you find useful information?
- Why is plagiarism a big deal?

Students will know:

- To 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.
- To 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.
- To 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.
- To use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy



to manage the complexity of the topic.

- How to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- To provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- How to 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.)
- To develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- To use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- How to 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.
- To 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.
- How to 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.
- How to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Students will be able to:

Reading Informational

- 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]
- 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.11-12.6]
- 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]
- 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]

- 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]
- 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]
- 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 accurate 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:

- Ted Talk Research and Presentation

Required District/State Assessments:

- Midterm Exam
- Final Exam

Suggested Formative/Summative Assessments:

- Written responses on objective summaries of credible sources to be used in the research process
- Frequent check-ins to assure completion of tasks
- Established deadlines for completion of processes
- Use of Noodle Tools for entering sources and notecards
- Outline
- MLA works cited

Learning Plan

Learning Activities:

Vocabulary

- WordlyWise

Performance Task

- Ted Talk Research Paper and Presentation-
 - Students select an appropriate topic on which they will write an 8-page (6 pages for inclusion classes) research paper.
 - Expectations include a minimum of 5 sources and 15 notecards, as well as an outline and works cited page.



- A checklist maintained by the student (and approved by the teacher) is recommended as it will help with the organization of material.
- Teachers will establish deadlines for students to use to achieve the steps in the research process. Steps include creating a topic, finding reliable sources, entering note cards for the purpose of extrapolating information to be used in the final paper.
- MLA formatting and in-text citations, as well as pre-writing and organizing via an outline.
- The draft process is vital, as it provides an opportunity for self-assessment and peer review.
- Students will present their findings in a TEDx Talk to their classmates

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.
- Any activity/assignment that emphasizes the WHY of research.
- Fact-checking (Snopes.com, etc.)
- Boat Organizer: Helps to align thesis (anchor) to evidence (boats) via explanation (lines)

Selected Texts:

- [United Nations Report Shows That Climate Change Is Accelerating | Smart News| Smithsonian Magazine](#)
- [How Climate Change May Have Shaped Human Evolution](#)

Related Standards

Interdisciplinary connections and examples

Social Studies Connection

Contemporary United States: Domestic Policies (6.1.12.D.14.f)

- Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.



Example: When conducting research for the performance task, students can focus attention on what American culture is, and how and why American culture exists, changes, and repeats.

Technology (NJSLs-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Interaction of Technology and Humans (8.2.12.ITH.3)

- Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Example: When working on group work, students must find ways to work cooperatively using effective communication skills and strategies.

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

Information and Media Literacy (9.4.12.IML.2)

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

Example: Students should evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources for their Ted Talk Research Project.

Climate Change

- Teachers may have students read and respond to any of the linked articles on Climate change. Students can be encouraged to share their thinking through a writing piece, through small group or whole group discussion, or through another collaborative sharing activity.
 - [United Nations Report Shows That Climate Change Is Accelerating | Smart News | Smithsonian Magazine](#)
 - [How Climate Change May Have Shaped Human Evolution](#)

Social Emotional Learning



Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills.
- Identify the consequences associated with one's actions in order to make constructive choices.
- Evaluate personal, ethical, safety and civic impact of decisions.

Culturally Relevant Connections

- As students generally have the ability to choose an approved topic, many will take the opportunity to research a culturally relevant or sensitive topic or gather sources from culturally influenced material.
- As students have the ability to choose any topic that is approved by the instructor, many will take the opportunity to research an LGBTQ current event or topic or even gather sources from LGBTQ authors.

Accommodations

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

- Provide a quiet area to complete the research.
- Consider having someone read key points from a source to them.
- Chunk the amount of work due for each research task.
- Allow extra time to complete the research.
- Students may wear headphones or listen to music in an effort to better concentrate.
- Provide a written chart that serves as a schedule with reminders of when each task is to be completed.

ELL:

- Adjust the amount of work (i.e. required number of sources or length of paper) that is required of English Language Learners.
- Consider allowing an ELL to pair up with a classmate who is willing to break concepts and assignments down for him or her. Have the pair sit next to each other so that content can be made more comprehensible as it is being delivered.
- Provide ELL's with sentence frames and starters for the research paper writing, as needed.

Enrichment

- Extended learning goals:
 - ⇒ The research unit is, in essence, an independent study performance task, as each student will work at



their own pace and to their own schedule, which can potentially open the door for more diverse topics.
⇒ Students choose a topic of interest and immediately begin researching possible sources and thesis ideas and follow the agreed upon timeline for achieving the processes.

Unit 4: Justice (approx. 4 weeks)

Desired Outcomes

Established Goals: NJSLS

1. Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience
2. Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)
3. Explain how the tone supports the themes as well as the overall meaning of the text
4. Examine and communicate complex ideas, concepts, or information clearly and accurately
5. Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
6. Apply knowledge of language to make effective choices to shape the meaning and style

NJSLS Standards

- 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.
- 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 11-12.8- 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).
- 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]”).
- 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 11-12.3- 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.

Enduring Understandings:

- What is merciful is not always just; what is just is not always merciful
- One's perception of fairness and equality is affected by multiple outside influences.

Essential Questions:

- What does it mean to be just?
- Who makes the rules?
- What kind of world should we live in?
- What are the responsibilities of the individual in regard to issues of social justice?



- What are the benefits and consequence of questioning/challenging social order?
- What does power have to do with fairness and justice?
- Is justice greater than mercy or compassion?

Students will know:

- How to smoothly and adeptly embed textual evidence that will support their analysis.
- That the author's choices impact the meaning and structure of a text.
- How to explain how an author's rhetoric contributes to the power and persuasiveness of a text.
- How to support a claim or thesis through argumentative or analytical writing.
- How to develop and strengthen writing through planning, revising, editing and revisions.
- How to pose questions that probe reasoning and evidence.
- How to work with peers to stimulate an exchange of ideas and promote creative perspectives.
- The research process requires the use of a variety of resources to ensure validity.

Students will be able to:

Reading Literature

- 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.
- Range of Reading and Level of Text Complexity [RL.11-12.9]
- 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]
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above. [RL.11-12.10]

Reading Informational

- 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]

Writing

- 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]

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]
- 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]

Assessment Evidence

Performance Task:

- Literary Analysis Essay

Required District/State Assessments:

- Midterm Exam
- Final Exam

Suggested Formative/Summative Assessments:

- Informal writing prompts
- Small group discussions
- Research skills practice



- Quizzes


Learning Plan

Learning Activities:


Vocabulary

- WordlyWise

Performance Task

- Literary Analysis Essay
- Students analyze an aspect of justice found in a Shakespearean work
-  Justice Essay Description

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.
- Introduction to the tragedy of Macbeth ppt. (see shared learning folder for grade 12)
- Macbeth reading guide (see shared learning folder for grade 12)
- Literature Circles for any of the readings
- Readings on retributive justice, restorative justice, procedural justice
- "First Thoughts" Writing Drills
- Journal Entries
- Create your own Inferno-  Dante's Inferno Group Project Part II

Selected Texts:

Extended Fiction



- Hamlet (Shakespeare)
- The Merchant of Venice (Shakespeare)
- MacBeth (Shakespeare)
- The Help (Kathryn Stockett)
- The Kite Runner (Hosseini) (need board approval and texts)
- The Color Purple (Walker)
- No Exit (Sartre)
- The Five People You Meet in Heaven (Albom)
- Lord of the Flies (Golding)

Short Stories

- The Guest (Camus)

Films/Song

- Hurricane (1999, dir. Norman Jewison)
- Hurricane (1976, Bob Dylan)
- The Gridiron Gang (2006, dir. Phil Joanou)

Poetry

- The Inferno (Dante The Divine Comedy)
- Hurricane (Bob Dylan)

Nonfiction

- A Glimpse Inside A Troubled Youth Prison (New York Times)
 - [Taking a Glimpse Inside a Youth Prison in New York State](#)

Related Standards

Interdisciplinary connections and examples



Social Studies Connection

Contemporary United States: Domestic Policies (6.1.12.HistoryCC.14.e)

- Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Example: When reading *No Exit* students can evaluate the religious consequences of sin in the after-life, as well as the words and actions of the characters that reflect who they were in real life.

Technology (NJSLs-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

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 performance task. 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 (NJSLs-Career Readiness, Life Literacies, and Key Skills)

Creativity and Innovation (9.4.12.CI.1)

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

Example: Students will use reflection, analysis and creative skills to craft a literary analysis essay where they analyze how a complex character develops or changes over the course of the text.

Social Emotional Learning

Self-Management



- Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
- Recognize the skills needed to establish and achieve personal and educational goals.
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

Culturally Relevant Connections

- Langston Hughes, a gay, African-American was a central figure in the Harlem Renaissance, the flowering of black intellectual, literary, and artistic life that occurred in the 1920s. A major poet, Hughes also wrote novels, short stories, essays, and plays. He sought to honestly portray the joys and hardships of working-class black lives, avoiding both sentimental idealization and negative stereotypes.
- Jean-Paul Sartre's No Exit features a lesbian as one of the three main characters. Her interest and competition with the hetero male for the hetero female create tense situations as they discuss why they are all being punished and why with each other. Sartre was also noted for his open relationship with prominent feminist and fellow existentialist philosopher and writer Simone de Beauvoir. Together, Sartre and de Beauvoir challenged the cultural and social assumptions and expectations of their upbringings, which they considered bourgeois, in both lifestyle and thought.

Accommodations

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

- Students will be given preferential seating in an effort to avoid distractions.
- Provide checklists for tasks.
- Provide written schedules with expectations and responsibilities.
- Encourage students to advocate for themselves during the activities.
- Allow students to work in groups with students who can assist them in the readings.

ELL:

- Consider allowing an ELL to pair up with a classmate who is willing to break concepts and readings down for him or her. Have the pair sit next to each other so that content can be made more comprehensible as it is being delivered.
- Provide ELL's with sentence frames and starters for different styles of writing so that they can reference them throughout the course and use as needed.



Enrichment

- Extended learning goals:
 - ⇒ Current event discussions that center around culturally sensitive or LGBTQ topics generally help students gain additional perspectives on topics
 - ⇒ Students will engage in an argumentative research simulation project with an emphasis on selecting a culturally relevant and/or LGBTQ topic.

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.