



Burlington County Institute of Technology

Medford Campus

Westampton Campus

Honors English III

Board Approval Date: August, 2023



Course Description

Honors level courses are designed for students who wish to challenge themselves academically and desire a rigorous study of literature, language, and composition. The goal of this course is to improve students' skills in communication, reading, writing, and listening. In addition, students will be expected to conduct research projects of varying lengths.

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Pacing Guide

Unit	Standards	Weeks
Unit 1: 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, W11-12.10• SL 11-12.1, SL 11-12.3, SL 11-12.4,• L 11-12.6	Approx. 6
Unit 2: The American Identity	<ul style="list-style-type: none">• RL 11-12.1, RL 11-12.3, RL 11-12.5, RL 11-12.7, RL 11-12.9• RI 11-12.4• W 11-12.2, W 11-12.3, W11-12.5, W 11-12.9, W 11-12.10• SL 11-12.1, SL 11-12.4, 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 11-12.6, RI 11-12.7, RI 11-12.8, RI 11-12.9, RI 11-12.10• W 11-12.2, W 11-12.5, W 11-12.6, W 11-12.7, W 11-12.8, W 11-12.10• 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. Perform close readings
3. Execute text analysis
4. Analyze domain and academic based vocabulary
5. Analyze figurative language
6. Compare mediums
7. Craft objective summaries
8. Examine relevancy
9. Draft a thesis
10. Establish claims
11. Analyze rhetorical devices
12. Evaluate counter-arguments
13. 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.11-12.2. 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.
- 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:

- 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.
- 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, and provide an objective summary of the text.
- 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).
- 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.)
- Analyze a case in which 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).
- 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 inferences drawn from the text, including determining where the text leaves matters uncertain.



- 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.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- Provide a concluding paragraph or section that follows from and supports the information or explanation presented.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.
- 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.
- 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.

- 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).
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 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.
- 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.
- 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.
- 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.
- Integrate 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.
- 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.
- Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.
- Spell correctly
- 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.
- Vary syntax for effect; apply an understanding of syntax to the study of complex texts.
- 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.
- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- 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.
- 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).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment Evidence

Performance Task:

Argumentative Essay

- You have read “[Title]” by [author], “[Title]” by [author], and “[Title]” by [author] in our unit about

Required District/State Assessments:

- LinkIt NJGPA Form B
- NJGPA



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.

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

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.

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)
- Passing (Nella Larsen)

Short Stories

- "Big Black Good Man" (Richard Wright)
- "Feet Live Their Own Life" (Langston Hughes)
- ["Story of an Hour" by Kate Chopin](#)
- ["The Yellow Wallpaper" \(Kate Chopin\)](#)
- ["Lullaby" \(Leslie Marmon Silko\)](#)
- ["Liars Don't Qualify" \(Pair with the 15th Amendment\)](#)
- ["One Friday Morning"](#)

Poetry

- Counting Descent-Collection of poems (Clint Smith)
- Electric Arches-Collection of poems (Eve L.Ewing)
- [Harlem by Langston Hughes | Poetry Foundation](#)
- [Dream Boogie Link](#)
- [I Hear America Singing by Walt Whitman - Poems | poets.org](#)
- [I, Too by Langston Hughes | Poetry Foundation](#)
- [America by Claude McKay | Poetry Foundation](#)
- "next to of course god america i" (e.e. cummings)
- "From the Dark Tower" (Countee Cullen)
- "We Wear the Mask" Paul Laurence Dunbar
- [Phenomenal Woman by Maya Angelou | Poetry Foundation](#)

Foundational Documents




- [The Bill of Rights](#)
- ["Give Me Liberty Or Give Me Death!"](#)
- The Declaration of Independence
- [14th Amendment - rights guaranteed privileges and immunities of citizenship, due process and equal protection contents](#)
- [15th Amendment US Constitution--Right of Citizens to Vote](#)
- [19th Amendment US Constitution--Women's Suffrage Rights](#)

Informational Texts

- [Right to Fail by William Zinsser](#)
- [Top 20 Percent Of Americans 'Hoard The American Dream' : NPR](#)

Multimedia

- Commercials/Media of the 1950s + The American Dream
i.e. 1950's TV Ad  1950's TV Ad

Related Standards

Interdisciplinary onnections and examples

Social Studies Connection

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 (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 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.

Social Emotional Learning

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 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:

ELL:

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



- Teacher-made checklist
- Use visual graphic organizer

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
 - ⇒ Allow students to research an American Dream story that illustrates an individual's American identity
 - ⇒ Socratic Discussion using "Global Citizen" TED Talk by Hugh Evans and "Weaponization of Social Media" Fresh Air podcast. Students discuss what the American Dream looks like in relation to the rest of the world and how social media/technology is changing the American Dream.

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

Desired Outcomes

Established Goals: NJSL

1. Explore the theme of the American Identity
2. Examine narrative writing techniques
3. Utilize dialogue
4. Explore plot structure
5. Analyze connotative meaning and figurative language
6. Investigate motifs and themes in literature
7. Perform close readings
8. Text analysis



9. Compare mediums
10. Examine domain and academic specific vocabulary
11. Craft a literary analysis
12. Explore contemporary voices

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 11-12.3- 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.
- 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 readiness the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 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.
- 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]”).
- 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 11-12.4- 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 11-12.3- 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 and experience, and societal norms may constrain one person or group's identity more than the other.
- The 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
- Pathos, Ethos, and Logos are used in argument.
- Rhetorical terms are used to persuade readers and frame arguments.

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 traditional views of American Identity?
- How has the American Identity shaped our society and culture?
- How Is American Identity different in the 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?



- Citing textual evidence will strengthen claims in arguments.
- 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.
- Speakers and writers use theme, metaphors, motifs, & figurative language to relate and connect with their audience.
- Structure and tone are important in speech writing.
- The ideals of Colonial and Puritan America affected the writing and texts published.

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:

- 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.
- 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).
- 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.)

- Analyze a case in which 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).
- 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 inferences drawn from the text, including determining where the text leaves matters uncertain.
- 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.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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).
- Analyze 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.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
- Develop 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.
- Use 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.
 - 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.
 - 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.
 - 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).
 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of 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").
 - 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]").
 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
 - Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their

own clearly and persuasively.

- 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.
- 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.
- 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.
- 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.
- Integrate 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.
- 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.
- Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.
- 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.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.
- Spell correctly.
- 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.
- Vary syntax for effect; apply an understanding of syntax to the study of complex texts.



- 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.
- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- 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.
- 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).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment Evidence

Performance Task:

- Literary Analysis Option 1:
 - You have read “[Title]” by [author], “[Title]” by [author], and “[Title]” by [author] in our unit. You will explain how the authors use and create suspense in their stories to engage the reader.
- Literary Analysis Option 2:
 - You have read “[Title]” by [author] and “[Title]” by [author]. Write an essay in which you analyze the different approaches the authors take to develop the characters. In

Required District/State Assessments:

- LinkIt NJGPA Form B
- 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



- | | |
|--|---|
| <p>your essay, discuss how each author makes use of the following:</p> <ul style="list-style-type: none">○ the main character's interactions with other characters, the presentation of the main character's thoughts, and the development of each character's feelings throughout the text○ Literary Analysis Option 3:<ul style="list-style-type: none">○ Students compare a classic to a more modern speech.○ Write an essay in which you compare and contrast how the speakers use rhetorical strategies to support their arguments. Has rhetoric changed? Is the orator still successful? | <ul style="list-style-type: none">○ Questions for analysis and discussions○ Narrative Essay○ Quizzes, tests, projects |
|--|---|

Learning Plan

Learning Activities:

Vocabulary

- WordlyWise

Literary Analysis Performance Task

- Option 1: You have read "[Title]" by [author], "[Title]" by [author], and "[Title]" by [author] in our unit. You will explain how the authors use and create suspense in their stories to engage the reader.
- Option 2: You have read "[Title]" by [author] and "[Title]" by [author]. Write an essay in which you analyze the different approaches the authors take to develop the characters. In your essay, discuss how each author makes use of the following:
 - The main character's interactions with other characters
 - The presentation of the main character's thoughts, and
 - The development of each character's feelings throughout the text



- Option 3: Students compare a classic to a more modern speech.
- Write an essay in which you compare and contrast how the speakers use rhetorical strategies to support their arguments. Has rhetoric changed? Is the orator still successful?
- Cuban Missile Crisis Speech - JFK
- Jamestown/Bias Subjective ways of Writing

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.

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 - [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)
- The Things They Carried (Tim O'Brien) excerpts
- The Scarlet Letter (Nathaniel Hawthorne) - [The Scarlet Letter | Planet Publish](#)
- Tuesdays with Morrie (Mitch Albom)

Short Stories

- "The Story of an Hour" (Kate Chopin) - ["Story of an Hour" by Kate Chopin](#)
- "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) - [Girl](#)



- “Cathedral” (Raymond Carver) - [Cathedral](#)
- “Those Who Walk Away From Omelas” (Ursula Le Guin)
- The Ones Who Walk Away From Omelas From The Wind's Twelve Quarters: Short Stories by Ursula Le Guin - [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)
- 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” - [Paul Laurence Dunbar, Four Poems From Lyrics of Lowly Life](#)
- I Know Why the Caged Bird Sings (Maya Angelou) - [Maya Angelou | Poetry Foundation](#)
- “For My Dear and Loving Husband” (Anne Bradstreet) - [To My Dear and Loving Husband](#)
- “Upon the Burning of my House” (Anne Bradstreet) - [Anne Bradstreet, Upon the Burning of My House, July 10, 1666](#)
- ["Huswifery" \(Edward Taylor\)](#)
- **Any resource from the Prentice Hall Textbook Timeless Voices, Timeless Themes: The American Experience is recommended. Many of the sources listed can be found in the textbook

Foundational Documents

- Lincoln’s Gettysburg Address
- Common Sense The Crisis No. 1 (Thomas Paine) (Prentice Hall American Experience)
- [Thomas Paine, The American Crisis, #1, December 1776](#)
- The Declaration of Independence (Thomas Jefferson) (American Experience)
- A Vindication of the Rights of Women (Mary Wollstonecraft)
- Poor Richard’s Almanac Proverbs and Aphorisms (Ben Franklin)
- [Benjamin Franklin's Aphorisms](#)
- (Prentice Hall American Experience)
- The General History of Virginia (John Smith)
- (Prentice Hall American Experience)

Informational Text



- Gail Carson Levine “12 Ways to Create Suspense” - [12 Ways to Create Suspense - Ingrid Sundberg](#)
- 12 Ways to Create Suspense - Ingrid Sundberg
- “The Interesting Narrative of the Life of Olaudah Equiano”
- [Narrative of the Life of Frederick Douglass, an American Slave - Preface](#)
- [The Dakota Pipeline Controversy Explained](#) (David Grossman, Popular Mechanics)

Speeches

- [Sinners in the Hands of an Angry God](#)
- “Speech to the Virginia Convention” (Patrick Henry)
- [American Rhetoric: John F. Kennedy - Cuban Missile Crisis Address to the Nation](#)

Multimedia

-  Chief Dan George Centennial Speech. (Chief Dan George)/audio

Related Standards

Interdisciplinary connections and examples

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



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.

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

- *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 biographers 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

Processing:

- Allow for extra response time

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



- Have students verbalize steps

Recall:

- Teacher-made checklist
- Use visual graphic organizers

Enrichment

- Extended learning goals:
 - ⇒ Encourage students 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.
 - ⇒ Organize a debate or panel discussion where students can explore different perspectives on the American Dream. Assign groups to argue for or against certain aspects of the concept, such as whether it is achievable for everyone or whether it is a flawed ideal. Encourage students to support their arguments with evidence from literature, history, or personal experiences.

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

Desired Outcomes

Established Goals: NJSL

1. Explore the theme of Society vs the Individual
2. Investigate the topics of resistance and rebellion
3. Analyze satire
4. Compare mediums
5. Perform close readings
6. Execute text analysis
7. Analyze domain and academic specific vocabulary
8. Cite textual evidence
9. Build evidential supports



10. Utilize 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 11-12.6- 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 11-12.2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 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).



- 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 11-12.2- 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.

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 do one do research and how does one implement research into essay writing?



- 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.

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:

- 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.
- 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, and provide an objective summary of the text.
- 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).
- 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.)
- 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.

- Analyze a case in which 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).
- 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. (Include at least one play by Shakespeare and one play by an American dramatist.)
- Demonstrate knowledge of 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.
- 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 inferences drawn from the text, including determining where the text leaves matters uncertain.
- 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.
- 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.
- 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).
- Analyze and evaluate the effectiveness of structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.
- 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.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.



- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- 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.
- 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 specific 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of 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").
- 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]").
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 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.
- 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.



- 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.
- 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.
- Integrate 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.
- 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.
- Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.
- 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.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.
- Spell correctly
- 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.
- Vary syntax for effect; apply an understanding of syntax to the study of complex texts.
- 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.
- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).



- 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.
- 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).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment Evidence

Performance Task:

Research Paper

- You have read “[Title]” by [author], “[Title]” by [author], and “[Title]” by [author] in our Unit about Society vs. Individual. You will conduct research based on these texts and media used, and decide on a topic that connects to present day issues.
- Here are some examples:
 - Rebellion/Resistance in Music
 - Rebellion/Resistance in Science
 - Rebellious/Resistant Characters in American Literature/ Multimedia
 - Conformity/Nonconformity in Politics

Required District/State Assessments:

- LinkIt NJGPA Form B
- 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

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.

Selected Texts:

Extended Texts

- Homegoing - (Yaa Gyasi)
- Their Eyes Were Watching God - (Zora Neale Hurston)
- The Catcher in the Rye - (J.D. Salinger)
- The Perks of Being a Wallflower - (Stephen Chbosky)
- The Secret Life of Bees - (Sue Monk)
- A Farewell To Arms - (Ernest Hemingway)
- Our Town - (Thornton Wilder)

Short Stories

- [Harrison Bergeron](#) - (Kurt Vonnegut)
- [The Black Cat and Other Stories](#) - (Edgar Allan Poe)
- [The Yellow Wallpaper](#) (Charlotte Perkins Gilman)
- [The Ones Who Walk Away from Omelas](#) (Ursula Le Guin)
- [Rappaccini's Daughter](#) (Nathaniel Hawthorne)

Poetry



- Counting Descent-Collection of poems (Clint Smith)
- Electric Arches-Collection of poems (Eve L.Ewing)
- [The Hollow Men by T S Eliot - Famous poems, famous poets. - All Poetry](#)
- [The Cambridge ladies who live in furnished souls... | Poetry Foundation](#)

Nonfiction

- [Is Human Activity Primarily Responsible for Global Climate Change?](#)
-  America's New Normal. A Degree Hotter Than Two Decades Ago.pdf

Multimedia

- 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 and examples

Social Studies Connection

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



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 society vs individual research task, 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 society vs. the individual research performance task.

Climate Change

- [Is Human Activity Primarily Responsible for Global Climate Change?](#)
- [America's New Normal. A Degree Hotter Than Two Decades Ago.pdf](#)

Social Emotional Learning

Self-Awareness

- Examining prejudices and biases
- Integrating personal and social identities

Culturally Relevant Connections

- 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 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:

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



- 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. Example provided
 - [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.