

Ocean Academy Charter High School
Curriculum Guide
Grade 11



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Ocean Academy Charter High School ELA 11th Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts III	
Grade Level: 11th Grade	
Unit Title	Pacing Guide in Days
<u>Unit Plan 1:</u> Breaking Away Narrative Writing Unit 1 Study Sync Holocaust & Genocide, Amistad, Diversity Equity & Inclusion, Climate ChangeLGBTQ	22 Days
<u>Unit Plan 2:</u> The Highway Explanatory/Informative Writing Unit 2 Study Sync Holocaust & Genocide, Amistad, Diversity Equity & Inclusion,	22 Days
<u>Unit Plan 3:</u> No Strangers Here Literary Analysis Unit 3 Study Sync Holocaust & Genocide, Amistad, LGBTQ, Diversity Equity & Inclusion,	22 Days

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<u>Unit Plan 4:</u> Living the Dream Research Writing Process/Argumentative Unit 4 Study Sync Holocaust & Genocide, Amistad , Diversity Equity & Inclusion,	22 Days
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Ocean Academy Charter High School Unit 1 Overview	
Content Area: English Language Arts	
Unit Title: Breaking Away	Duration: 22 Days
Target Course/Grade Level: 11th Grade	
Unit Introduction: Inspired in part by tenets expressed in the Constitution of the Iroquois Nations, the founding fathers established the United States of America on the principles of equality and the right to life, liberty, and the pursuit of happiness. From the first days of the United States through the present day, the American spirit continues to be one of independence and sovereignty. How has independence driven the American spirit throughout the nation’s history? What moments in history contradict this spirit? How has the scope of independence evolved in American society? This unit offers a wide variety of literature for your students to explore these questions while also exploring texts in the unit’s genre focus, fiction. The historical documents the Constitution of the Iroquois Nations and the Declaration of Independence lay the foundation on which the United States was founded. Then several literary works of fiction explore the American spirit, such as the classic story “Bartleby, the Scrivener: A Story of Wall Street” and the novel The Scarlet Letter. Selections such as The Namesake, “Verses upon the Burning of Our House,” “On Being Brought from Africa to America,” and “Indian Boarding School: The Runaways” allow students to read across genres. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about story elements to their own narrative writing projects.	
Disciplinary Concepts for the Unit. Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.	

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Career Readiness, Life Literacies and Key Skills

Computer Science and Design-Interaction of Technology and Humans

NJSLS Social Studies

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on **diversity** and inclusion.

1. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

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Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

Primary interdisciplinary connections: Social Studies, Career Readiness, Life Literacies and Key Skills, Computer Design.

21st century themes:

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

New Jersey Student Learning Standards-ELA

Focus Standards

Reading Domain

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text

RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the

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	text.
	RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.IT.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).
	RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ Asian Americans and Pacific Islanders (AAPI)
(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.TS.11-12.4 Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
	RI.TS.11-12.4. Evaluate the author's choices concerning structure and 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. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ Asian Americans and Pacific Islanders (AAPI)
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
	RI.PP.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a

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	text or through rhetoric, analyzing how style and content convey information and advance a point of view.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).
	RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.	RI.AA.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.CT.11-12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ
	RI.CT.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ
Writing Domain	

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(NW) By the end of Grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.NW.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.
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions,	W.WR.11-12.5. 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

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demonstrating understanding of the subject under investigation.	appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.11-12.6. 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).
(RW) Range of Writing: By the end of grade 12, 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.	W.RW.11-12.7. 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.
Speaking and Listening Domain	
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.PE.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. 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

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	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.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.II.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.
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.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.
(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.PI.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.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.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.
(AS) Adapt Speech By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.AS.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command	L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a

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of grammar and usage, capitalization, punctuation, and spelling.	matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions.
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.KL.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. 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. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. 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.

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	E. 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).
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
New Jersey Student Learning Standards: Interdisciplinary Connections	
<u>2020 NJSLS Social Studies</u> Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Human rights serve as a foundation for democratic beliefs and practices.	6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups. Diversity Equity and Inclusion
Governments around the world support universal human rights to varying degrees	6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. Amistad and Holocaust & Genocide
	6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. Diversity Equity and Inclusion
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment	

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affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Diversity Equity and Inclusion	
	6.2.12.B.1.b: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. Climate Change
	6.2.12.D.1.f: Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies. Diversity and Inclusion
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020) Career Readiness, Life Literacies, and Key Skills Practices <i>Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.</i> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i> Career Readiness, Life Literacies, & Key Skills' District Support (Grades 11-12) College Pathways Program Naviance	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of

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	the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<i>Impacts of Computing</i>	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
<i>Interaction of Technology and Humans</i>	8.2.2.ITH.2: Explain the purpose of a product and its value.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> - Analyze how authors develop central ideas and themes through characters, events, and details. - Determine how setting influences characters, conflicts, and the development of a text. - Analyze how an author's word choice, imagery, and figurative language contribute to meaning and tone. - Analyze how authors use structure and point of view to shape a reader's understanding of a text. - Compare how different authors develop similar themes, ideas, or perspectives. - Cite strong and relevant textual evidence to support interpretations and analysis. - Make inferences about characters' motivations, choices, and relationships using evidence from the text. - Analyze how individuals respond to change, conflict, risk, and uncertainty. - Engage effectively in collaborative discussions, building on others' ideas and expressing ideas clearly. - Write analytical responses that develop a clear claim supported by relevant textual evidence and reasoning.
Unit Enduring Understandings: <i>Students will know...</i> - Literature can use a journey, road, or physical setting as a metaphor for personal growth, change, or discovery. - A person's choices and responses to circumstances can shape both identity and destiny. - Setting is more than a backdrop; it can influence conflict, mood, character development, and meaning. - Authors make deliberate choices about language, structure, point of view, and imagery to shape readers' interpretations.

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- Strong literary analysis requires readers to move beyond what happens to examine why it matters.
- Different texts can explore similar themes while offering distinct perspectives and messages.
- Taking risks and facing uncertainty can lead to growth, discovery, and consequences.
- Readers develop deeper interpretations when they consider multiple perspectives and support their thinking with textual evidence.
- Literature can help readers examine universal questions about identity, freedom, choices, relationships, and the human experience.

Unit Essential Questions:

- How does the journey or pursuit of a goal change a person?
- How do choices and circumstances shape the direction of our lives?
- How does setting influence a character's decisions, conflicts, and opportunities?
- What drives people to take risks or pursue something unknown?
- How do authors use literary elements to communicate larger ideas about life and human experience?
- How can different perspectives lead us to understand the same experience differently?
- How does the way a story is structured affect what readers understand, expect, and feel?
- What does it mean to be free, and what responsibilities come with freedom?
- How do people respond when the path ahead is uncertain?

Instructional Plan

Suggested Activities:

- Engage in Socratic circle and fishbowl activities to promote reading, speaking, listening, and social interaction
- Engage in panel discussions or debates
- Incorporate SAT/ACT/ASVAB vocabulary
- Analysis of themes across thematic units
- Participate in literature circles using multiple pieces of literature
- Use problem-based learning activities to promote independent learning
- Use a felt-need to promote higher-order thinking
- Work collaboratively to engage in problem-solving and open-ended activities
- Penny/Kittle Reading/Writing Conference Resources
- Identify good writing skills necessary using AP rubric/NJSLA
- Unit tests
- Commonlit.org articles focused on (non-fiction pieces) with a focus on climate change, historical heroes and those who have overcome oppression.
 - **Holocaust & Genocide, Amistad, Diversity Equity & Inclusion, Climate Change, LGBTQ**
- Quizzes
- Open-note quizzes
- Performance Based Learning Tasks
- Student presentation
- Identification of quotes in context

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- Synthesis writing making use of both fiction and non-fiction short readings addressing modern and historical topics as well as current events.
 - **Holocaust & Genocide, Amistad, Diversity Equity & Inclusion, Climate Change, LGBTQ**
- Use some form of writing daily, and express understanding of the following: expository, persuasive, and open-ended writing and poetry
- Writing: expository, argumentative, descriptive, narrative, literary analysis and research; constructed responses
- Self-selected vocabulary (interactive word walls and teach/student-developed assessments). Utilize supportive vocabulary resources including vocabulary.com, flocabulary, Blooket, Quizlet, etc.
- High frequency/academic vocabulary study
- Review reading strategies (Readers Workshop)
- Independent/student selected reading assignments and related projects (Readers' Workshop)
- Maintain writing portfolios to go home each marking period
- Research paper
- Entrance/exit cards
- Temperature gauges
- Graphic organizers
- Analytical journal writing Writer's Workshop
- Work portfolio
- Higher order/tiered questioning
- Facilitation grid
- Parking lot (PBL)
- Multimedia Connections for Synthesizing Information
- *Note and Notice, 4 Essential Studies*
- Close read/annotate/analyze and interpret
- Research topics/presentations
- Theme quilt activity
- Ethos, pathos, logos argument-building activities
 - **Holocaust & Genocide, Amistad, Diversity Equity & Inclusion, Climate Change, LGBTQ**

*Optional: Teacher Generated SGO pre/post Assessments

Required Writing:

- Narrative piece
- Constructed responses (FRQ)
- Research simulation practice
- Research paper (optional this unit)

Required Resources:

- *Study Sync* Grade 11 textbook/online resources

Optional Novel Study:

- *The Namesake* by Jhumpa Lahiri
- *The Crucible* by Arthur Miller
- *The Awakening* by Kate Chopin

Evidence of Student Learning Assessment

Formative Assessments:

- Higher order/tiered questions
- Entrance/exit cards
- Kahoot, Blooket, Quizlet
- Student journals
- Graphic organizers
- Facilitation grid
- Study guides/synthesize through questioning
- Teacher observation
- Temperature gauges
- Class discussion
- 6 + 1 holistic grading rubric
- Conferencing
- NJSLA Rubric
- Peer Evaluation
- Do Now's
- Daily Do Now Log
- Facilitation Grids
- 6 + 1 Holistic Grading Rubrics
- Quizzes
- Temperature Gauges
- Exit Slips/Tickets
- Individual Conferences
- Graphic Organizers
- Self-Assessment
- My Perspectives Rubric
- Common Assessments
- Writing Portfolio reflection and revisions
- Use some form of writing daily and express understanding of the following: argumentative, open-ended writing and poetry, and journaling
- Parking Lot (PBL)

Summative Assessments:

- End of Unit Assessment

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- Projects/Collaborative Assessments
- Literature Circles/Socratic Circles
- Final Exam
- Student Persuasive Presentations
- Literary Analysis Essay(s)
- Research Paper
- SGO Pre, Post, and Progress Monitoring Assessment
- Compare/contrast using film clips
- Common Writing Assessments (3)
- Student presentations
- Creative writing assignments
- Pre-assessment

Benchmark Assessments:

- Link-It Benchmarks 1, 2, and 3 (Multiple Choice Literary & Informative Articles)

Common Writing Assessments:

-
- Based on skills learned, students will write a literature-based research paper
- Analyze the author's choices regarding structure and purpose of structure as well as the use of rhetoric and rhetorical devices.
- Compose a compare/contrast essay to submit for evaluation; create a prompt book and performance, such as: role play, dramatic tableau, and scene reenactment; write formal essays such as persuasive and expository, construct open-ended responses, and answer multiple choice questions.
- Required grade level benchmark assessments will be given three times during the semester to evaluate growth and development of required student skills.
- Required course final exam assessment will be given at the end of the course to evaluate growth and application of developed skills to both curriculum fiction and nonfiction readings. Format of the final exam is multiple choice, literary analysis, and synthesized response.

Performance Tasks:

- Common Writing Assessment
- Benchmark Assessment

Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

Special Education Students:

- Use visuals
- Introduce key vocabulary before lesson
- Multi-Sensory Instruction
- Flexible Grouping
- Graphic Organizers

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- Tiered Activities
- Visual Cues/Models
- Technology Integration
- Teacher reads aloud
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Shorten/modify number and types of questions
- Leveled texts
- Screen reader
- Audio
- Audio highlight tool
- Audio speed
- Visually stimulating multimedia content
- Summaries
- Visual glossaries
- Words Banks
- Differentiated questions
- Additional Differentiation: leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, goal setting, student choice activities, modified and alternative assessments, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention, see below for additional strategies.

Students with 504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow 504 plan
- Scribe for students who can’t write
- Augmentative communication system

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- Additional Differentiation: Leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, student choice activities, modified and alternative assessments, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tired activities, student conferences, tiers of intervention, see below for additional strategies. Use leveled texts and offer an advanced reader reading list

Students at Risk of School Failure:

- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Choral reading
- preferential seating
- Extended Time
- Flexible Grouping
- Modified Assignments
- modified assignments and assessments, extended time, student choice assignments, goal oriented tasks, student helpers, mini-lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tired activities, student conferences, tiers of intervention, see below for additional strategies. Necessary components/element of New Jersey Tiered Systems of Support.
- Chapter Resource File
- Extended Time
- Multi-Sensory Instruction
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Modified Assignments
- Gradual Release Model

Gifted and Talented Students:

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list

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- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

Multilingual Learners:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Modify learning activities and assessments using the WIDA Can-Do Descriptors:
<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>
- Allow answers to be given orally or dictated
- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Screen reader
- Audio
- Audio speed
- Audio highlight
- Supplemental language
- Spanish cognates
- Visual glossaries
- Speaking frames
- Sentence frames
- Technology Integration
- Build Background/Vocabulary
- Visual Cues/Models
- Multi-Sensory Instruction
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Manipulatives
- Build Background/Vocabulary

- Word Bank
- Gradual Release Model
- Visual Cues/Models
- Technology Integration
- Additional: Leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, student choice activities, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention.

Diversity and Inclusion:

- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Utilize closed captioning when available
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Supplemental Resources

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation [C.18A:35-4.35](#)

LGBTQ+ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

Social and Emotional Learning New Jersey SEL (implemented as appropriate)

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

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

Self-Management

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

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate 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

Responsible Decision-Making

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

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Equipment needed:

- Chromebooks
- Non-fiction ancillary articles (CommonLit, Newsela, PBS, *NYTimes*, Actively Learn, etc.)
- Multimedia enhancements
- Interactive Projector
- Printers
- Speakers
- NJSLA & Department-Developed binder and resources
- *The Common Core Companion* by Jim Burke

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- *Notice and Note: Strategies for Close Reading* by Kylene Beers and Robert E. Probst
- Optional: Teacher Generated SGO pre/post Assessments
- Research paper resources
- Media Center resources/databases
- Media Center-Focused Workshops and Lessons
- Web Access
- Webquests
- Quizlet. Interactive learning tools and quiz-makers. FREE and Google Classroom Compatible.
- Edutopia: Educational Resource for Best Practices in the Classroom
- Easybib Bibliography Developer
- Google Classroom
- No Red Ink: Interactive & Differentiated Approach to Building Grammar Skills
- Edpuzzle: Create Interactive Lessons using Multimedia. Google Classroom Compatible.
- Flipgrid: Social Learning Network. Google Classroom Compatible.
- PBS Learning Media: FREE Standards-Based Lessons and Assignments using Multimedia. Google Classroom Compatible.
- Quizizz: FREE interactive quiz app. Google Classroom Compatible.
- The *New York Times* Learning Network: Student Article of the Day, News' Quizzes, Student Opinion Submissions, and FIVE free teacher lessons monthly.
- TED Talks in the Classroom: Using TED Talks to inspire, research, persuade, and create a flipped approach to the classroom
- Vocabulary.com
- Actively Learn
- Google Apps
- Padlet
- Kahoot/Blooket

Teacher Notes

Additional Resources:

- Notice and Note Signposts
- Commonlit.org
- Activelylearn.com
- Readworks.org
- Newsela.com
- Noredink.com
- NYTimes.com
- Khanacademy.org
- Vocabulary.com
- Department Google Classroom/Drive

1. The teacher may use this unit to reinforce the new anti-bullying legislation, particularly the week of respect.

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2. The teacher will include instruction that addresses Holocaust, Genocide and Amistad throughout the unit as it relates to the idea of the hero archetype.
3. The teacher may use this unit to further promote the study of veterans as heroic influences in society through a variety of community-based activities and celebratory events.
4. The research paper and process is mandatory for all students in grades 9 - 12.
5. The primary textbook is *Study Sync*.
6. In-text vocabulary should be incorporated into every unit. Word journals and various other activities should be utilized by the instructor to teach vocabulary.
7. In this unit, a research assignment may be assigned and completed according to the individual teachers' scope and sequence of course curriculum. **The research paper is a requirement in grades 9 - 12.**

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Unit 2 Overview

Content Area: English Language Arts

Unit Title: The Highway

Duration: 22 Days

Target Course/Grade Level: 11th Grade

Unit Introduction:

Leaving the comfort and familiarity of our usual surroundings to experience new places can broaden our understanding of the world and our place in it. Whether recounting family road trips or solo travels to other countries, narratives about journeys invite readers along for the ride and offer them an opportunity to witness how a journey can shape, and even change, the way the traveler sees the world. What makes a journey life-changing? What do readers learn by reading about journeys and their impact on travelers' perspectives? What do these stories teach us about ourselves and our society? In this unit, students will think about the theme and essential question as they focus on the literary periods of Transcendentalism and Romanticism, analyzing excerpts from Henry David Thoreau's essay *Walden* and poems by Emily Dickinson. They will also study the genre of fiction while reading excerpts from stories such as *Adventures of Huckleberry Finn* and "A Good Man Is Hard to Find." In addition, the genre focus on informational texts, such as *Mississippi Solo* by Eddy Harris and *The Warmth of Other Suns* by Isabel Wilkerson, will encourage students to consider the effects of life-changing journeys. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about story elements to their own informative writing projects.

Disciplinary Concepts for the Unit.

Career Readiness, Life Literacies and Key Skills

Computer Science and Design-Interaction of Technology and Humans

NJSLS Social Studies

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity Equity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

Primary interdisciplinary connections: Social Studies, Career Readiness, Life Literacies and Key Skills, Computer Design.

21st century themes:

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as

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responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”	
New Jersey Student Learning Standards-ELA	
Focus Standards	
Reading Domain	
(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text
	RI.CR.11-12.1 . Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
	RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.IT.11-12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
	RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

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	Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ Asian Americans and Pacific Islanders (AAPI)
(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.TS.11-12.4 Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
	RI.TS.11-12.4. Evaluate the author's choices concerning structure and 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. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ Asian Americans and Pacific Islanders (AAPI)
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
	RI.PP.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).
	RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility	RI.AA.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

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and accuracy of each source as well as the relevance and sufficiency of the evidence.	
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.CT.11-12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ
	RI.CT.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ
Writing Domain	
(IW) Informative and Explanatory Writing: By the end of grade 12, 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.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific

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	vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.11-12.6. 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).
(RW) Range of Writing: By the end of grade 12, 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.	W.RW.11-12.7. 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.
Speaking and Listening Domain	
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners,	SL.PE.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

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building on others' ideas and expressing their own clearly and persuasively.	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.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.II.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.
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.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.
(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	A. SL.PI.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.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and	SL.UM.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and

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visual displays of data to express information and enhance understanding of presentations.	interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
(AS) Adapt Speech By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.AS.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions.
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.KL.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. 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. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, 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.

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	B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. 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. E. 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).
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
New Jersey Student Learning Standards: Interdisciplinary Connections	
2020 NJSL Social Studies Core Ideas	Performance Expectations (Identified with Standard Number and statement)
A. Civics, Government, and Human Rights 6.1.12.A.3	A. Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. B. Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

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	D. Analyze the role education played in improving economic opportunities and in the development of responsible citizens. E. Determine the impact of religious and social movements on the development of American culture, literature, and art. Holocaust & Genocide, Amistad, LBGTQ, Diversity Equity & Inclusion, Climate Change
A. Civics, Government, and Human Rights 6.1.12.A.4	B. Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all. Amistad, LBGTQ, Diversity Equity & Inclusion
D. History, Culture, and Perspectives 6.1.12.D.13 6.1.12.D.13	A. Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. C. Analyze the successes and failures of women's rights organizations, the American 31 Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. Holocaust & Genocide, Amistad, LBGTQ, Diversity Equity & Inclusion, Climate Change D. Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. Holocaust & Genocide, Amistad, Diversity Equity & Inclusion
A. Civics, Government, and Human Rights 6.1.12.A.16 D. History, Culture, and Perspectives 6.2.12.D.1	A. Examine the impact of media and technology on political and social issues in a global society. B. Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. Amistad, LBGTQ, Diversity Equity & Inclusion
A. Civics, Government, and Human Rights 6.2.12.A.3 6.2.12.A.3 6.2.12.D.5	A. Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

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	B. Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. B. Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries. Holocaust & Genocide, Amistad, Diversity Equity & Inclusion,
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation <u>Career Readiness, Life Literacies, and Key Skills NJSL (June 2020)</u> Career Readiness, Life Literacies, and Key Skills Practices <i>Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.</i> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i> Career Readiness, Life Literacies, & Key Skills' District Support (Grades 11-12) <u>College Pathways Program</u> Naviance	
Financial Psychology	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making. 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or

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	other projects and determine the strategies that contribute to effective outcomes.
Digital Citizenship	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
Information and Media Literacy	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<i>Impacts of Computing</i>	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger

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	social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> - Analyze how journeys shape characters' identities, perspectives, and understanding of the world. - Analyze how authors develop theme, central idea, characterization, setting, point of view, and conflict. - Cite and analyze relevant textual evidence to support interpretations. - Analyze how authors use word choice, imagery, figurative language, symbolism, and structure to develop meaning. - Identify and analyze key characteristics of Romanticism and Transcendentalism. - Explain how historical, cultural, and philosophical contexts influence literature. - Compare how different authors and genres portray journeys, transformation, and perspective. - Analyze an author's purpose, perspective, and use of evidence in informational texts. - Develop clear, organized informative writing using relevant evidence, analysis, and precise language. - Revise and edit writing to strengthen organization, clarity, and effectiveness.

- Participate effectively in collaborative discussions by developing ideas and supporting responses with textual evidence.

Unit Enduring Understandings:

Students will know...

- Journeys, both physical and emotional, can challenge people's beliefs, shape their identities, and transform their perspectives.
- Experiences outside of familiar surroundings can broaden an individual's understanding of themselves, other people, and society.
- Writers use point of view, characterization, setting, imagery, symbolism, structure, and other literary techniques to communicate the meaning and impact of a journey.
- Literature reflects the historical, cultural, and philosophical perspectives of the time in which it was written.
- Transcendentalism and Romanticism emphasize the importance of the individual, personal experience, emotion, imagination, and the relationship between people and nature, while often questioning societal expectations.
- Fiction and informational texts can both explore journeys and transformation, but they use different purposes, structures, and techniques to develop ideas.
- An author's perspective shapes how events, people, places, and experiences are represented.
- Examining the journeys of others can help readers reflect on their own experiences, assumptions, values, and place within society.
- Effective informative writing requires a clear focus, logical organization, relevant evidence, precise language, and meaningful explanation of ideas.
- Strong readers and writers make connections among textual evidence, historical context, authorial choices, and larger themes to develop deeper interpretations.

Unit Essential Questions:

- What makes a journey life-changing?
- How can experiences and journeys change the way people understand themselves and the world around them?
- How do writers use literary elements, structure, and language to communicate the impact of a journey?
- How do Transcendentalist and Romantic writers view the individual, nature, society, and the search for meaning?
- How do authors' perspectives and experiences influence the way they tell a story?
- What can we learn about ourselves and society by examining the journeys of others?
- How do fiction and informational texts present different perspectives on journeys and personal transformation?
- How can writers use evidence, organization, and analysis to effectively communicate information about a subject?

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Suggested Activities	Resources/Texts
Required Writing: • Upon completion of the unit readings & activities, students will plan and develop an explanatory essay on a social conflict in which ideals and reality conflict. • Commonlit.org articles focused on heroes in the real world (non-fiction pieces) with a focus on current events, historical connections to modern events and those who have overcome oppression. (Articles chosen should have an emphasis on the building and maintaining of a society and/or connect to current readings.) ◦ Holocaust & Genocide, Amistad, Diversity Equity & Inclusion. • Explanatory essay • Research simulation practice ◦ Holocaust & Genocide, Amistad, Diversity Equity & Inclusion. ◦ • Research Paper (optional this unit) • Explanatory Essay Model • Word Networking Models • Unit Launch Activity: Give One--Get One • Develop Evidence Log Through Modeling • Performance Task: Write an Explanatory Essay about the ways that society can be shaped by tensions between ideals and realities. ◦ Holocaust & Genocide, Amistad, Diversity Equity & Inclusion. ◦ • Identify and apply social commentary as it applies to Unit Works and Author's Purpose. • Develop a response to criticism as it applies to one or more Unit readings. • Compare & Contrast Poetic Language • Compose a literary analysis related to one of the readings in the unit.	Instructional Materials - Required Texts: • <i>Study Sync</i> (Grade 11) textbook/online resources Supplemental Materials - Optional Trade Books: • <i>The Adventures of Huckleberry Finn</i> by Mark Twain • <i>Into the Wild</i> by Jon Krakauer • <i>Walden</i> by Henry David Thoreau Resources: -Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc. -Upfront magazine -Assorted non-fiction articles and literary non-fiction pieces -Non-fiction ancillary materials -Teacher desktop computer with projector with internet access -1 chromebook per student with internet access -Class set <i>Study Sync</i> Textbook with online student access codes -Primary Textbook: <i>Study Sync</i> Textbook Teacher Edition with online access code

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- Write an explanatory essay Work in small groups to apply textual evidence to suggested themes and ideas' graphic organizers.
- Present an argument defending a claim and responding to a counterclaim.
- Create a digital presentation on the essay/poem/literary excerpt read utilizing supportive (1) historical infographics, (2) biographical profile, or (3) contemporary connection.
- Present a reader's theater based on unit readings.
- Utilize Performance-Based Assessment at End of Unit to Evaluate application of evidence and writer's purpose to Essential Question Response. Allow for student reflection of understanding via video or vlog explanation for self-assessment purposes.
- Four-Corners' Exercise
- Annotate Multiple Texts for Author's Purpose, Literary Techniques, Impact on Reader, etc.
- CommonLit & Actively Learn Suggested Discussion Points, Synthesized Writings, & Multiple Choice/Open-Ended Response Questions
- *NYTimes* Learning Network Suggested Lesson Plans, Articles, Discussion Points, & Student Opinion Writing Tasks
- MLA-Formatted Research Paper (to be applied to one unit of study)
- Engage in Socratic circle and fishbowl activities to promote reading, speaking, listening, and social interaction
- Engage in panel discussions or debates
- Incorporate SAT vocabulary
- Analysis of themes across thematic units
- Participate in literature circles using multiple pieces of literature
- Use problem-based learning activities to promote independent learning
- Use a felt-need to promote higher-order thinking

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• Work collaboratively to engage in problem-solving and open-ended activities • Use poetry to make connections to the time period • Identify good writing skills necessary using AP Rubric & NJSLA Rubric • Unit tests • Quizzes • Open-note quizzes • Performance Based Learning Tasks • Student presentation • Identification of quotes in context • Speculate on the motives and purposes for the writing through author's chair • Use some form of writing daily, and express understanding of the following: expository, argumentative, and open-ended writing and poetry • <u>Writing</u>: expository, persuasive, descriptive, narrative, literary analysis and research; constructed responses • Evidence boxes • Self-selected vocabulary (interactive word walls and teach/student-developed assessments) • Station and Gallery Learning • Readers and Writer's Workshop • High frequency/academic vocabulary study • Review reading strategies • Independent/student selected reading assignments and related projects • Maintain writing portfolios to go home each marking period • Research paper • Entrance/exit cards • Temperature gauges • Graphic organizers • Analytical journal writing • Work portfolio • Higher order/tiered questioning • Facilitation grid • Parking lot (PBL)	
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● Multimedia Connections for Synthesizing Information ● <i>Note and Notice</i> ● Theme quilt activity ● Ethos, pathos, logos identification activities ● Optional: Teacher Generated SGO pre/post Assessments	
Formative Assessments: ● Higher order/tiered questions ● Entrance/exit cards ● Kahoot ● Student journals ● Graphic organizers ● Facilitation grid ● Study guides/synthesize through questioning ● Teacher observation ● Temperature gauges ● Class discussion ● 6 + 1 holistic grading rubric ● Conferencing ● NJSLA Rubric ● Peer Evaluation ● Do Now's ● Daily Do Now Log ● Facilitation Grids ● 6 + 1 Holistic Grading Rubrics ● Quizzes ● Temperature Gauges ● Exit Slips/Tickets ● Individual Conferences ● Graphic Organizers ● Self-Assessment ● Study Sync Rubric ● Common Assessments ● Writing Portfolio reflection and revisions ● Use some form of writing daily and express understanding of the following: argumentative, open-ended writing and poetry, and journaling ● Parking Lot (PBL) Summative Assessments	

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- End of Unit Assessment
- Projects/Collaborative Assessments
- Literature Circles/Socratic Circles
- Final Exam
- Student argumentative Presentations
- Literary Analysis Essay(s)
- Research Paper
- SGO Pre, Post, and Progress Monitoring Assessment
- Compare/contrast using film clips
- *Study Sync* Unit Assessment- Informational/Explanatory Essay
- Student presentations
- Creative writing assignments
- Pre-assessment

Benchmark Assessments:

- Link-it! Benchmarks 1, 2, and 3 (Multiple Choice Literary & Informative Articles)

Alternative Assessments:

- Upon completion of the unit readings & activities, students will plan and develop an explanatory essay on a social conflict in which ideals and reality conflict.
- Analyze the author's choices regarding structure and purpose of structure.
- Write a response to criticism in which the student agrees or disagrees with a writer's stance. Utilize pathos, logos, and ethos to demonstrate writer's purpose and intent.
- Reflect on personal writings through techniques used, understanding of purpose, and precision of word choice.
- Create a narrative presentation of a student-developed character, and compare or contrast developed character with one of Chaucer's pilgrims.
- Write an argumentative essay addressing the reinterpretation of great literature to suit modern tastes.
- Required course final exam assessment will be given at the end of the course to evaluate growth and application of developed skills to both curriculum fiction and nonfiction readings. Format of the final exam is multiple choice, literary analysis, and synthesized response.

Performance Tasks:

- Create a narrative presentation of a student-developed character, and compare or contrast developed character with one of Chaucer's pilgrims.

Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

Special Education Students:

- Use visuals
- Introduce key vocabulary before lesson
- Multi-Sensory Instruction

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- Flexible Grouping
- Graphic Organizers
- Tiered Activities
- Visual Cues/Models
- Technology Integration
- Teacher reads aloud
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Shorten/modify number and types of questions
- Leveled texts
- Screen reader
- Audio
- Audio highlight tool
- Audio speed
- Visually stimulating multimedia content
- Summaries
- Visual glossaries
- Words Banks
- Differentiated questions
- Additional Differentiation: leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, goal setting, student choice activities, modified and alternative assessments, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention, see below for additional strategies.

Students with 504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow 504 plan

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- Scribe for students who can't write
- Augmentative communication system
- Additional Differentiation: Leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, student choice activities, modified and alternative assessments, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention, see below for additional strategies. Use leveled texts and offer an advanced reader reading list

Students at Risk of School Failure:

- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Choral reading
- preferential seating
- Extended Time
- Flexible Grouping
- Modified Assignments
- modified assignments and assessments, extended time, student choice assignments, goal oriented tasks, student helpers, mini-lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention, see below for additional strategies. Necessary components/element of New Jersey Tiered Systems of Support.
- Chapter Resource File
- Extended Time
- Multi-Sensory Instruction
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Modified Assignments
- Gradual Release Model

Gifted and Talented Students:

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest

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- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

Multilingual Learners:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Screen reader
- Audio
- Audio speed
- Audio highlight
- Supplemental language
- Spanish cognates
- Visual glossaries
- Speaking frames
- Sentence frames
- Technology Integration
- Build Background/Vocabulary
- Visual Cues/Models
- Multi-Sensory Instruction
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Manipulatives
- Build Background/Vocabulary

- Word Bank
- Gradual Release Model
- Visual Cues/Models
- Technology Integration
- Additional: Leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, student choice activities, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention.

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals

Supplemental Resources

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation [C.18A:35-4.35](#)

LGBTQ+ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

Social and Emotional Learning New Jersey SEL (implemented as appropriate)

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

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

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate 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

Responsible Decision-Making

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

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

Equipment needed:

- Chromebooks
- Non-fiction ancillary articles (CommonLit, Newsela, PBS, *NYTimes*, Actively Learn, etc.)
- Multimedia enhancements
- Interactive Projector
- Printers
- Speakers
- NJSLA & Department-Developed binder and resources
- *The Common Core Companion* by Jim Burke

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- *Notice and Note: Strategies for Close Reading* by Kylene Beers and Robert E. Probst
- Optional: Teacher Generated SGO pre/post Assessments
- Research paper resources
- Media Center resources/databases
- Media Center-Focused Workshops and Lessons
- Web Access
- Webquests
- Quizlet. Interactive learning tools and quiz-makers. FREE and Google Classroom Compatible.
- Edutopia: Educational Resource for Best Practices in the Classroom
- Easybib Bibliography Developer
- Google Classroom
- No Red Ink: Interactive & Differentiated Approach to Building Grammar Skills
- Edpuzzle: Create Interactive Lessons using Multimedia. Google Classroom Compatible.
- Flipgrid: Social Learning Network. Google Classroom Compatible.
- PBS Learning Media: FREE Standards-Based Lessons and Assignments using Multimedia. Google Classroom Compatible.
- Quizizz: FREE interactive quiz app. Google Classroom Compatible.
- The *New York Times* Learning Network: Student Article of the Day, News' Quizzes, Student Opinion Submissions, and FIVE free teacher lessons monthly.
- TED Talks in the Classroom: Using TED Talks to inspire, research, persuade, and create a flipped approach to the classroom
- Vocabulary.com
- Actively Learn
- Google Apps
- Padlet
- Kahoot/Blooket

NJDOE General ELA Resources

Teacher Notes

- Notice and Note Signposts
- *180 Days* Kittle/Gallagher Department Book Club Resources
- Commonlit.org
- ActivelyLearn.com
- Readworks.org
- Newsela.com
- Noredink.com
- NYTimes.com

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- Khanacademy.org
- Vocabulary.com
- Department Google Classroom/Drive Resources

The teacher will include instruction that addresses Civil Rights as it applies to Amistad and other social injustices, such as the Holocaust and Genocide.

The teacher may use this unit to further promote the study of veterans as heroic influences in society through a variety of community-based activities and celebratory events.

The research paper and process is mandatory for all students in grades 9 - 12.

The primary textbook is *Study Sync*.

In-text vocabulary should be incorporated into every unit. Word journals and various other activities should be utilized by the instructor to teach vocabulary.

Teachers may want to use excerpts from film representation to strengthen understanding of historical times and will make connections to contemporary time periods and recessions.

In this unit, a research assignment may be assigned and completed according to the individual teachers' scope and sequence of course curriculum. **The research paper is a requirement in grades 9 - 12.**

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Unit 3 Overview

Content Area: English Language Arts

Unit Title: No Strangers Here

Duration: 22 Days

Target Course/Grade Level: 11th Grade

Unit Introduction:

Places have their own identity. From our country to our state to our town to our home, each one has a culture it's known for. Where we are, then, affects who we are. The history, social norms, and expectations of the place we live can give us opportunities or limit them. What makes a place so influential? How have these places influenced who we are? How have they shaped how we view the world and ourselves? In this unit, students will think about the theme and essential question as they focus on the literary periods of Realism, Naturalism, and Regionalism analyzing excerpts from *Their Eyes Were Watching God* and *Barracoon: The Story of the Last "Black Cargo."* They will also study the genre of poetry while reading poems such as "Given to Rust" and "One Today." In addition, nonfiction texts, such as "We Contain Multitudes" and "What to the Slave Is the Fourth of July?" will challenge students to continue to think about the importance of

place with a specific focus on the Southern United States. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about analyzing literature to their own literary analysis writing project.

Disciplinary Concepts for the Unit.

Career Readiness, Life Literacies and Key Skills

Computer Science and Design-Interaction of Technology and Humans

NJSLS Social Studies

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary

school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

Primary interdisciplinary connections: Social Studies, Career Readiness, Life Literacies and Key Skills, Computer Design.

21st century themes:

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

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New Jersey Student Learning Standards - ELA	
Focus Standards	
Reading Domain	
(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text
	RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
	RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.IT.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).
	RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ Asian Americans and Pacific Islanders (AAPI)

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(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.TS.11-12.4 Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
	RI.TS.11-12.4. Evaluate the author’s choices concerning structure and 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. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ Asian Americans and Pacific Islanders (AAPI)
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
	RI.PP.11-12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
	RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.	RI.AA.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two	RL.CT.11-12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge,

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or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ
	RI.CT.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ
Writing Domain	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.AW.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

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	writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
(IW) Informative and Explanatory Writing: By the end of grade 12, 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.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on

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	personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.11-12.6. 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).
(RW) Range of Writing: By the end of grade 12, 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.	W.RW.11-12.7. 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.
Speaking and Listening Domain	
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.PE.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. 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

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	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.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.II.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.
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.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.
(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.PI.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.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.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.
(AS) Adapt Speech By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.AS.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions.
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to	L.KL.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or

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make effective choices for meaning or style, and to comprehend more fully when reading or listening.	listening. A. 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. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. 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. E. 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).

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(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
New Jersey Student Learning Standards: Interdisciplinary Connections	
<u>2020 NJSLS Social Studies</u> Core Ideas	Performance Expectations (Identified with Standard Number and statement)
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Holocaust & Genocide, Amistad , LBGTQ, Diversity Equity & Inclusion, Climate Change	
6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights. Holocaust & Genocide, Amistad , Diversity Equity & Inclusion, Climate Change
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes. Holocaust & Genocide, Amistad , Diversity Equity & Inclusion, Climate Change
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020) Career Readiness, Life Literacies, and Key Skills Practices <i>Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a</i>	

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digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Career Readiness, Life Literacies, & Key Skills' District Support (Grades 11-12)

College Pathways Program

Naviance

Financial Psychology	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making. 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to

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	analyze and propose a resolution to a real-world problem.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<i>Impacts of Computing</i>	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
<i>Interaction of Technology and Humans</i>	8.2.2.ITH.2: Explain the purpose of a product and its value.

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i>

- Analyze how place and setting influence characters' identities, experiences, choices, and perspectives.
- Analyze how authors develop theme, characterization, setting, point of view, and conflict.
- Cite and analyze relevant textual evidence to support literary interpretations.
- Analyze how authors use imagery, symbolism, figurative language, and other literary techniques to develop meaning.
- Identify key characteristics of Realism, Naturalism, and Regionalism.
- Explain how historical, cultural, and social contexts influence literature.
- Analyze how authors' perspectives shape their portrayal of places, people, and experiences.
- Compare how different genres and authors explore the relationship between people, place, identity, and society.
- Analyze how poetry uses language, structure, imagery, and sound to communicate ideas about place and identity.
- Develop a clear literary analysis supported by relevant textual evidence and thoughtful explanation.
- Organize, revise, and edit writing to communicate an effective literary interpretation.

Unit Enduring Understandings:

Students will know...

- The places in which people live can significantly influence their identities, experiences, beliefs, and opportunities.
- History, culture, geography, and social expectations shape how individuals understand themselves and the world around them.
- A place can provide opportunities while also creating limitations for the people who live there.
- Authors use setting, characterization, point of view, imagery, symbolism, and other literary elements to reveal the influence of place.
- Literature reflects the historical, cultural, and social conditions of its time and place.
- Realism, Naturalism, and Regionalism often explore how individuals are shaped by their environment, society, and circumstances.
- Examining multiple perspectives can deepen our understanding of a place and reveal experiences that may otherwise be overlooked.
- Poetry, fiction, and nonfiction can offer different but complementary perspectives on identity, place, culture, and society.
- Strong literary analysis connects textual evidence, authorial choices, historical context, and interpretation.
- Studying how place influences others can encourage readers to reflect on their own identities, communities, and perspectives.

Unit Essential Questions:

- How does the place we live influence who we become?
- What makes a place influential in shaping people's identities, beliefs, and opportunities?

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- How do history, culture, and social expectations shape our understanding of ourselves and others?
- How do authors use literature to explore the relationship between people and place?
- How can literature help us understand the experiences and perspectives of people from different places and time periods?
- How do writers' perspectives influence the way they portray a place and its people?
- How do Realism, Naturalism, and Regionalism reflect the influence of place and society?
- How can examining the experiences of others challenge or expand our own perspectives?

Instructional Plan

Suggested Activities	Resources/Texts
• Engage in Socratic circle and fishbowl activities to promote reading, speaking, listening, and social interaction • Engage in panel discussions or debates • Theme quilt activity • Commonlit.org articles focused on heroes in the real world (non-fiction pieces) with a focus on current events, historical connections to modern events and those who have overcome oppression. (Articles chosen should have an emphasis on discussion about the impact human choices have on the future of the world and society) ○ Holocaust & Genocide, Amistad, LGBTQ, Diversity Equity & Inclusion • Incorporate SAT/ACT/ASVAB vocabulary • Analysis of themes across thematic units • Participate in literature circles using multiple pieces of literature • Use problem-based learning activities to promote independent learning • Use a felt-need to promote higher-order thinking • Work collaboratively to engage in problem-solving and open-ended activities • Synthesis writing making use of both fiction and non-fiction short readings addressing modern and historical topics as well as current events.	Instructional Materials - Required Texts: • <i>Study Sync</i> Grade 11 textbook/online materials Supplemental Materials - Optional Novel Study: • <i>The Road</i> by Cormac McCarthy • <i>As I Lay Dying</i> by William Faulkner • <i>Their Eyes Were Watching God</i> by Zora Neale Hurston Intervention Materials - Additional Resources: -Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc. -Upfront magazine -Assorted non-fiction articles and literary non-fiction pieces -Non-fiction ancillary materials -Teacher desktop computer with projector with internet access -1 chromebook per student with internet access -Class set <i>Study Sync</i> Textbook with online student access codes -Primary Textbook: <i>Study Sync</i> Textbook Teacher Edition with online access code

○ Holocaust & Genocide, Amistad , LGBTQ, Diversity Equity & Inclusion. ● Penny/Kittle Reading/Writing Conference Resources ● Identify good writing skills necessary using AP rubric/NJSLA ● Unit tests ● Quizzes ● Open-note quizzes ● Performance Based Learning Tasks ● Student presentation ● Identification of quotes in context ● Use some form of writing daily, and express understanding of the following: expository, persuasive, and open-ended writing and poetry ● <u>Writing</u>: expository, argumentative, descriptive, narrative, literary analysis and research; constructed responses ● Self-selected vocabulary (interactive word walls and teach/student-developed assessments). Utilize supportive vocabulary resources including vocabulary.com, floccabulary, Blooket, Quizlet, etc. ● High frequency/academic vocabulary study ● Review reading strategies (Readers Workshop) ● Independent/student selected reading assignments and related projects (Readers' Workshop) ○ Holocaust & Genocide, Amistad , LGBTQ, Diversity Equity & Inclusion. ● Maintain writing portfolios ● Research paper ● Entrance/exit cards ● Temperature gauges ● Graphic organizers ● Analytical journal writing Writer's Workshop ● Work portfolio ● Higher order/tiered questioning	
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• Facilitation grid • Parking lot (PBL) • Multimedia Connections for Synthesizing Information • <i>Note and Notice, 180-Days, 4 Essential Studies</i> • Close read/annotate/analyze and interpret • Research topics/presentations • Ethos, pathos, logos argument-building activities ◦ Holocaust & Genocide, Amistad , LGBTQ, Diversity Equity & Inclusion. *Optional: Teacher Generated SGO pre/post Assessments Required Writing: • Literary Analysis	
Formative Assessments: • Higher order/tiered questions • Entrance/exit cards • Kahoot • Student journals • Graphic organizers • Facilitation grid • Study guides/synthesize through questioning • Teacher observation • Temperature gauges • Class discussion • Conferencing • NJSLA Rubric • Peer Evaluation • Do Now's • Daily Do Now Log • Facilitation Grids • 6 + 1 Holistic Grading Rubrics • Quizzes • Temperature Gauges • Exit Slips/Tickets • Individual Conferences • Graphic Organizers	

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- Self-Assessment
- Study Sync Rubric
- Common Assessments
- Writing Portfolio reflection and revisions
- Use some form of writing daily and express understanding of the following: argumentative, open-ended writing and poetry, and journaling
- Parking Lot (PBL)

Summative Assessments

- End of Unit Assessment
- Projects/Collaborative Assessments
- Literature Circles/Socratic Circles
- Final Exam
- Student argumentative Presentations
- Literary Analysis Essay(s)
- Research Paper
- SGO Pre, Post, and Progress Monitoring Assessment
- Compare/contrast using film clips
- *Study Sync* Unit Assessment- Literary Analysis Essay
- Student presentations
- Creative writing assignments
- Pre-assessment

Benchmark Assessments:

- Link-it! Benchmarks 1, 2, and 3 (Multiple Choice Literary & Informative Articles)

Common Writing Assessments:
Literary Analysis

Actively Learn Optional extension tasks include--

RELATED ASSIGNMENT(S)

Learn about how reading poetry written by veterans can help us to honor their service and sacrifice:

“Veterans Turned Poets Can Help Bridge Divides”

Compare to a poem written during WWI:

“In Flanders Fields”

Contrast with a poem about the horrors of WWI:

Dulce et Decorum Est

-Holocaust & Genocide, Amistad, Diversity Equity & Inclusion, LGBTQ

Alternative Assessments:

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- Required grade level benchmark assessments will be given at the start of the course and at the closing of the course to evaluate growth and development of required student skills.
- Required course final exam assessment will be given at the end of the course to evaluate growth and application of developed skills to both curriculum fiction and nonfiction readings. Format of the final exam is multiple choice, literary analysis, and synthesized response.

Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

Special Education Students:

- Use visuals
- Introduce key vocabulary before lesson
- Multi-Sensory Instruction
- Flexible Grouping
- Graphic Organizers
- Tiered Activities
- Visual Cues/Models
- Technology Integration
- Teacher reads aloud
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Shorten/modify number and types of questions
- Leveled texts
- Screen reader
- Audio
- Audio highlight tool
- Audio speed
- Visually stimulating multimedia content
- Summaries
- Visual glossaries
- Words Banks
- Differentiated questions

- Additional Differentiation: leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, goal setting, student choice activities, modified and alternative assessments, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tired activities, student conferences, tiers of intervention, see below for additional strategies.

Students with 504 Plans

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow 504 plan
- Scribe for students who can't write
- Augmentative communication system
- Additional Differentiation: Leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, student choice activities, modified and alternative assessments, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tired activities, student conferences, tiers of intervention, see below for additional strategies. Use leveled texts and offer an advanced reader reading list

Students at Risk for School Failure:

- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Choral reading
- preferential seating
- Extended Time
- Flexible Grouping
- Modified Assignments
- modified assignments and assessments, extended time, student choice assignments, goal oriented tasks, student helpers, mini-lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tired activities, student conferences, tiers of intervention, see below for additional strategies. Necessary components/element of New Jersey Tiered Systems of Support.
- Chapter Resource File
- Extended Time
- Multi-Sensory Instruction
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Modified Assignments
- Gradual Release Model

Gifted and Talented Students:

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

Multilingual Learners:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Screen reader
- Audio
- Audio speed
- Audio highlight
- Supplemental language
- Spanish cognates
- Visual glossaries

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- Speaking frames
- Sentence frames
- Technology Integration
- Build Background/Vocabulary
- Visual Cues/Models
- Multi-Sensory Instruction
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Gradual Release Model
- Visual Cues/Models
- Technology Integration
- Additional: Leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, student choice activities, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention.

Diversity and Inclusion:

- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent

Supplemental Resources

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation [C.18A:35-4.35](#)

LGBTQ+ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

Social and Emotional Learning New Jersey SEL (implemented as appropriate)

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

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

Self-Management

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

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate 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

Responsible Decision-Making

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

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

Equipment needed:

- Chromebooks
- Non-fiction ancillary articles (CommonLit, Newsela, PBS, *NYTimes*, Actively Learn, etc.)
- Multimedia enhancements
- Interactive Projector
- Printers
- Speakers
- NJSLA & Department-Developed binder and resources
- *The Common Core Companion* by Jim Burke
- *Notice and Note: Strategies for Close Reading* by Kyrene Beers and Robert E. Probst
- Optional: Teacher Generated SGO pre/post Assessments
- Research paper resources
- Media Center resources/databases
- Media Center-Focused Workshops and Lessons
- Web Access
- Webquests
- Quizlet. Interactive learning tools and quiz-makers. FREE and Google Classroom Compatible.
- Edutopia: Educational Resource for Best Practices in the Classroom
- Easybib Bibliography Developer
- Google Classroom
- No Red Ink: Interactive & Differentiated Approach to Building Grammar Skills
- Edpuzzle: Create Interactive Lessons using Multimedia. Google Classroom Compatible.
- Flipgrid: Social Learning Network. Google Classroom Compatible.
- PBS Learning Media: FREE Standards-Based Lessons and Assignments using Multimedia. Google Classroom Compatible.
- Quizizz: FREE interactive quiz app. Google Classroom Compatible.
- The *New York Times* Learning Network: Student Article of the Day, News' Quizzes, Student Opinion Submissions, and FIVE free teacher lessons monthly.
- TED Talks in the Classroom: Using TED Talks to inspire, research, persuade, and create a flipped approach to the classroom
- Vocabulary.com
- Actively Learn
- Google Apps
- Padlet
- Kahoot/Blooket

NJDOE General ELA Resources

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Teacher Notes

Additional Resources:

- Notice and Note Signposts
- Commonlit.org
- Activelylearn.com
- Readworks.org
- Newsela.com
- Noredink.com
- NYTimes.com
- Khanacademy.org
- Vocabulary.com
- Department Google Classroom/Drive Resources

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Unit 4 Overview

Content Area: English Language Arts

Unit Title: Living the Dream

Duration: 22 Days

Target Course/Grade Level: 11th Grade

Unit Introduction:

Home is a part of who we are. For some of us, it's where we spend most of our time, learn many of life's lessons, seek comfort and protection, and feel a sense of belonging. For others, home is more elusive—merely an idea, or a longing. What emotional and physical needs must a place satisfy in order to be considered a home? Is home something you need to “own,” a tangible place? If so, what conflicts arise when a home means different things for the people living there? In this unit, students will consider the unit's essential question as they focus on the literary period of the Harlem Renaissance, including such poems as “The Old Cabin” and “The Negro Speaks of Rivers.” They will also study the genre of drama while reading excerpts from *A Raisin in the Sun*, *Fences*, and *Boyhood*. In addition, informational texts, such as “How It Feels to Be Colored Me” and “Eat, Memory: Orange Crush” will encourage students to think about the concept of home as they read across genres. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned to compose their own informative research essays.

Disciplinary Concepts for the Unit.

Career Readiness, Life Literacies and Key Skills

Computer Science and Design-Interaction of Technology and Humans

NJSLS Social Studies

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.

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- Investigate the roles and responsibilities of citizenship, including creating positive social change.

Diversity and Inclusion:C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

2. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

Primary interdisciplinary connections: Social Studies, Career Readiness, Life Literacies and Key Skills, Computer Design.

21st century themes:

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

New Jersey Student Learning Standards - ELA

Focus Standards

Reading Domain

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual

RL.CR.11-12.1.Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text

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evidence when writing or speaking to support conclusions drawn from the text.	
	RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
	RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.IT.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).
	RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ Asian Americans and Pacific Islanders (AAPI)
(TS) Text Structure: By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.TS.11-12.4 Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
	RI.TS.11-12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or

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	argument, including whether the structure makes points clear, convincing, and engaging. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ Asian Americans and Pacific Islanders (AAPI)
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RI.PP.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).
	RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.	RI.AA.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.CT.11-12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ
	RI.CT.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and

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	scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. Diversity and Inclusion / Amistad/ Holocaust and Genocide/ LGBTQ
Writing Domain	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.AW.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).
(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using	A. W.NW.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. B. Engage and orient the reader by setting out a

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effective technique, well-chosen details, and well-structured event sequences.	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. C. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. D. 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). E. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. F. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects.	W.WR.11-12.5. 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.
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	W.SE.11-12.6. 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).
(RW) Range of Writing: By the end of grade 12, 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.	W.RW.11-12.7. 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.
Speaking and Listening Domain	
(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.PE.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. 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.

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(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.II.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.
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.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.
(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.PI.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.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.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.
(AS) Adapt Speech By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.AS.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions.
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.KL.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and

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	listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. 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. E. 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).
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

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	D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
New Jersey Student Learning Standards: Interdisciplinary Connections	
<u>2020 NJSL Social Studies</u> Core Ideas	Performance Expectations (Identified with Standard Number and statement)
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. Holocaust & Genocide, Amistad, LGBTQ, Diversity Equity & Inclusion
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Holocaust & Genocide, Amistad, LGBTQ, Diversity Equity & Inclusion,
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world. Holocaust & Genocide, Amistad, LGBTQ, Diversity Equity & Inclusion, Climate Change
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens. Diversity Equity & Inclusion,
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation <u>Career Readiness, Life Literacies, and Key Skills NJSL (June 2020)</u> Career Readiness, Life Literacies, and Key Skills Practices <i>Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.</i> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i> Career Readiness, Life Literacies, & Key Skills' District Support (Grades 11-12) <u>College Pathways Program</u>	

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Naviance	
Financial Psychology	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making. 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<i>Impacts of Computing</i>	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

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	8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
<i>Interaction of Technology and Humans</i>	8.2.2.ITH.2: Explain the purpose of a product and its value.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Analyze how the concept of home influences identity, relationships, and a sense of belonging.
- Analyze how authors develop theme, characterization, setting, conflict, and point of view.
- Cite and analyze relevant textual evidence to support interpretations.
- Analyze how authors use imagery, symbolism, figurative language, and other literary techniques to develop meaning.
- Identify key characteristics of the Harlem Renaissance and explain how its historical and cultural context influenced literature.
- Analyze how authors' perspectives and experiences shape their representations of home, family, culture, and identity.
- Analyze how poetry, drama, and informational texts explore the concept of home from different perspectives.
- Compare how different authors and genres address belonging, identity, family, and home.
- Conduct research using credible sources and integrate relevant information into writing.

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- Develop a clear, organized informative research essay supported by evidence and analysis.
- Revise and edit writing to improve clarity, organization, development, and effectiveness.

Unit Enduring Understandings:

Students will know...

- Home can be both a physical place and an emotional sense of belonging, identity, safety, and connection.
- People's ideas of home are shaped by their experiences, families, cultures, communities, and histories.
- Home does not have the same meaning or significance for everyone.
- Conflicting ideas about home can create tension within families, communities, and society.
- Literature reflects the social, cultural, and historical experiences of its time.
- The Harlem Renaissance provided writers with opportunities to explore identity, race, culture, community, and belonging.
- Authors use setting, characterization, point of view, imagery, symbolism, language, and structure to develop ideas about home and identity.
- Reading across genres and perspectives can expand our understanding of complex ideas and human experiences.
- Strong analysis requires readers to connect textual evidence, authorial choices, context, and interpretation.
- Effective informative research writing requires a clear focus, credible evidence, logical organization, and thoughtful explanation.

Unit Essential Questions:

- What makes a place feel like home?
- Is home a physical place, an emotional connection, or both?
- How do family, culture, history, and community shape our understanding of home?
- How can the idea of home differ from person to person?
- What conflicts can arise when people have different ideas of what home should be?
- How do authors use literature to explore identity, belonging, family, and home?
- How do different genres and perspectives deepen our understanding of the meaning of home?
- How can our understanding of home help us better understand ourselves and others?

Instructional Plan

Suggested Activities

- Theme quilt with properly cited quotes
- Commonlit.org articles focused on heroes in the real world (non-fiction pieces) with a focus on current events, historical

Resources/Texts

Instructional Materials - Required Texts:
Study Sync textbook/online access

Optional novel study:

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connections to modern events and those who have overcome oppression. (Articles chosen should have an emphasis on expectations and learning from the past)

- **Holocaust & Genocide, Amistad, Diversity Equity & Inclusion.**

- Engage in Socratic circle and fishbowl activities to promote reading, speaking, listening, and social interaction
 - **Holocaust & Genocide, Amistad, Diversity Equity & Inclusion.**
- Engage in panel discussions or debates
- Incorporate SAT/ACT/ASVAB vocabulary
- Analysis of themes across thematic units
- Participate in literature circles using multiple pieces of literature
- Synthesis writing making use of both fiction and non-fiction short readings addressing modern and historical topics as well as current events.
 - **Holocaust & Genocide, Amistad, Diversity Equity & Inclusion.**
- Use problem-based learning activities to promote independent learning
- Use a felt-need to promote higher-order thinking
- Work collaboratively to engage in problem-solving and open-ended activities
- Penny/Kittle Reading/Writing Conference Resources
- Identify good writing skills necessary using AP rubric/NJSLA
- Unit tests
- Quizzes
- Open-note quizzes
- Performance Based Learning Tasks
- Student presentation
- Identification of quotes in context
- Use some form of writing daily, and express understanding of the following: expository, persuasive, and open-ended writing and poetry

- *A Raisin in the Sun* by Lorraine Hansberry
- *Fences* by August Wilson
- *Americanah* by Chimamanda Ngozi Adichie

Intervention Materials - Additional

- Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc.
- Upfront magazine
- Assorted non-fiction articles and literary non-fiction pieces
- Non-fiction ancillary materials
- Teacher desktop computer with projector with internet access
- 1 chromebook per student with internet access
- Class set *Study Sync* Textbook with online student access codes
- Primary Textbook: *Study Sync* Textbook Teacher Edition with online access code

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• <u>Writing</u>: expository, argumentative, descriptive, narrative, literary analysis and research; constructed responses • Self-selected vocabulary (interactive word walls and teach/student-developed assessments). Utilize supportive vocabulary resources including vocabulary.com, flocabulary, Blooket, Quizlet, etc. • High frequency/academic vocabulary study • Review reading strategies (Readers Workshop) • Independent/student selected reading assignments and related projects (Readers' Workshop) • Maintain writing portfolios to go home each marking period • Research paper • Entrance/exit cards • Temperature gauges • Graphic organizers • Analytical journal writing Writer's Workshop • Work portfolio • Higher order/tiered questioning • Facilitation grid • Parking lot (PBL) • Multimedia Connections for Synthesizing Information • <i>Note and Notice, 180-Days, 4 Essential Studies</i> • Close read/annotate/analyze and interpret • Theme quilt activity • Ethos, pathos, logos argument-building activities *Optional: Teacher Generated SGO pre/post Assessments Required Writing: • Research writing, argumentative writing	
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Formative Assessments:

- Higher order/tiered questions
- Entrance/exit cards
- Kahoot
- Student journals
- Graphic organizers
- Facilitation grid
- Study guides/synthesize through questioning
- Teacher observation
- Temperature gauges
- Class discussion
- 6 + 1 holistic grading rubric
- Conferencing
- NJSLA Rubric
- Peer Evaluation
- Do Now's
- Daily Do Now Log
- Facilitation Grids
- 6 + 1 Holistic Grading Rubrics
- Quizzes
- Temperature Gauges
- Exit Slips/Tickets
- Individual Conferences
- Graphic Organizers
- Self-Assessment
- Study Sync Rubric
- Common Assessments
- Writing Portfolio reflection and revisions
- Use some form of writing daily and express understanding of the following: argumentative, open-ended writing and poetry, and journaling
- Parking Lot (PBL)

Summative Assessments :

- End of Unit Assessment
- Projects/Collaborative Assessments
- Literature Circles/Socratic Circles
- Final Exam
- Student argumentative Presentations
- Literary Analysis Essay(s)
- Research Paper
- SGO Pre, Post, and Progress Monitoring Assessment
- Compare/contrast using film clips

- *Study Sync* Unit Assessment- Argument Essay
- Student presentations
- Creative writing assignments
- Pre-assessment

Benchmark Assessments:

- Link-it! Benchmarks 1, 2, and 3 (Multiple Choice Literary & Informative Articles)

Common Writing Assessments:

- Narrative Essay/Task: NJSLA Task--Shifting the point-of-view from the character addressed in the passage to an alternate point-of-view.
- Shifting narrative perspectives for one character's POV, or assign the same short story and have an alternate POV established in a narrative). Can also apply the open response task directly from the NJSLA sample.

Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

Special Education Students:

- Use visuals
- Introduce key vocabulary before lesson
- Multi-Sensory Instruction
- Flexible Grouping
- Graphic Organizers
- Tiered Activities
- Visual Cues/Models
- Technology Integration
- Teacher reads aloud
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system

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- Shorten/modify number and types of questions
- Leveled texts
- Screen reader
- Audio
- Audio highlight tool
- Audio speed
- Visually stimulating multimedia content
- Summaries
- Visual glossaries
- Words Banks
- Differentiated questions
- Additional Differentiation: leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, goal setting, student choice activities, modified and alternative assessments, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tired activities, student conferences, tiers of intervention, see below for additional strategies.

Students with 504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow 504 plan
- Scribe for students who can't write
- Augmentative communication system
- Additional Differentiation: Leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, student choice activities, modified and alternative assessments, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tired activities, student conferences, tiers of intervention, see below for additional strategies. Use leveled texts and offer an advanced reader reading list

Students at Risk of School Failure:

- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Choral reading
- preferential seating
- Extended Time
- Flexible Grouping
- Modified Assignments
- modified assignments and assessments, extended time, student choice assignments, goal oriented tasks, student helpers, mini-lessons, technology integrated assignments/activities,

assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention, see below for additional strategies. Necessary components/element of New Jersey Tiered Systems of Support.

- Chapter Resource File
- Extended Time
- Multi-Sensory Instruction
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Modified Assignments
- Gradual Release Model

Gifted and Talented Students:

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

Multilingual Learners:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group

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- Modify learning activities and assessments using the WIDA Can-Do Descriptors: <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>
- Allow answers to be given orally or dictated
- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Screen reader
- Audio
- Audio speed
- Audio highlight
- Supplemental language
- Spanish cognates
- Visual glossaries
- Speaking frames
- Sentence frames
- Technology Integration
- Build Background/Vocabulary
- Visual Cues/Models
- Multi-Sensory Instruction
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Gradual Release Model
- Visual Cues/Models
- Technology Integration
- Additional: Leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, student choice activities, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention.

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts

Supplemental Resources

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation [C.18A:35-4.35](#)

LGBTQ+ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

Social and Emotional Learning New Jersey SEL (implemented as appropriate)

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

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

Self-Management

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

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

Responsible Decision-Making

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

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

Equipment needed:

- Chromebooks
- Non-fiction ancillary articles (CommonLit, Newsela, PBS, *NYTimes*, Actively Learn, etc.)
- Multimedia enhancements
- Interactive Projector
- Printers
- Speakers
- NJSLA & Department-Developed binder and resources
- *The Common Core Companion* by Jim Burke
- *Notice and Note: Strategies for Close Reading* by Kylene Beers and Robert E. Probst
- *180 Days* Kittle/Gallagher Department Book Club Resources
- *Optional: Teacher Generated SGO pre/post Assessments
- Research paper resources
- Media Center resources/databases
- Media Center-Focused Workshops and Lessons
- Web Access
- Webquests
- Quizlet. Interactive learning tools and quiz-makers. FREE and Google Classroom Compatible.
- Edutopia: Educational Resource for Best Practices in the Classroom
- Easybib Bibliography Developer
- No Red Ink: Interactive & Differentiated Approach to Building Grammar Skills
- Edpuzzle: Create Interactive Lessons using Multimedia. Google Classroom Compatible.
- Flipgrid: Social Learning Network. Google Classroom Compatible.

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- PBS Learning Media: FREE Standards-Based Lessons and Assignments using Multimedia. Google Classroom Compatible.
- Quizizz: FREE interactive quiz app. Google Classroom Compatible.
- The *New York Times* Learning Network: Student Article of the Day, News' Quizzes, Student Opinion Submissions, and FIVE free teacher lessons monthly.
- TED Talks in the Classroom: Using TED Talks to inspire, research, persuade, and create a flipped approach to the classroom
- Vocabulary.com
- Actively Learn
- Google Apps
- Padlet
- Kahoot/Blooket

NJDOE General ELA Resources

Teacher Notes

Additional Resources:

- Notice and Note Signposts
- Commonlit.org
- Activelylearn.com
- Readworks.org
- Newsela.com
- Noredink.com
- NYTimes.com
- Khanacademy.org
- Vocabulary.com
- Department Google Classroom/Drive Resources