

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: AP Language and Composition	Grade Level(s): 11
Department: English	Credits: 5
BOE Adoption Date: October 2017	Revision Date(s): October 2019

ABSTRACT

AP Language and Composition is a freshman college-level composition course designed to assist juniors in becoming skilled readers of complex texts, as well as skilled writers capable of crafting rich, cogent prose. The students read, analyze, and discuss texts drawn from a variety of time periods, disciplines, and contexts. Emphasis will be placed on increasing awareness of the interactions among writers' purposes, audience expectations, and contexts, as well as the resources of language and rhetorical strategies that contribute to effective and mature writing. The course work offers opportunities to delve into the rhetoric of orators and writers—close reading techniques, critical thinking, and writing of rhetorical and literary analyses, arguments, and syntheses. Although the course's content is predominantly an exploration of nonfiction, students will analyze fiction through novel and drama, as well, to deepen their understanding of the ways writers use literary devices and rhetoric to advance their claims. In their writing, students will move beyond the five-paragraph essay to the more sophisticated writing expected at the collegiate level as their focus shifts from a rigid, formulaic structure to an emphasis on content, purpose, and audience. David Coleman, president of College Board, stated, "Students must read like detectives and write like [ethical] reporters."

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: AP Language and Composition

Prerequisite(s): Grade 10 English Language Arts

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1: Novel Study</p>	<p>7 weeks</p> <p>October- January</p>	<p>Power Standards</p> <p>NJSLS.RL.11-12.1 NJSLS.RL.11-12.2 NJSLS.RL.11-12.3 NJSLS.W.11-12.1 NJSLS.W.11-12.7 NJSLS.W.11-12.9 NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3 NJSLS.L.11-12.6</p> <p>Supporting Standards</p> <p>Reading NJSLS.RL.11-12.4-6, 9</p> <p>Writing NJSLS.W.11-12.2-3, 5-8</p> <p>Speaking/Listening NJSLS.SL.11-12.1, 4-6</p> <p>Language NJSLS.L.11-12.4-5</p> <p>Interdisciplinary (Social Studies) NJSLS.SOC.6.1.12.D.8.b</p> <p>Technology</p>	<ol style="list-style-type: none"> Students will be able to cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. (1 week) NJSLS.RL.11-12.1 Students will be able to determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. (1 week) NJSLS.RL.11-12.2 NJSLS.W.11-12.1 NJSLS.W.11-12.9 Students will be able to analyze the impact of the author’s choices regarding how to develop and relate elements of a story (e.g., setting, plot, characterization). (1 week) NJSLS.RL.11-12.3 NJSLS.W.11-12.1 NJSLS.W.11-12.9 	<ol style="list-style-type: none"> Create a Graffiti Board of topics and ask students to share what they know about them (eg. Roaring Twenties, American dream, old/new money, Great Depression, Stock Market Crash, 18th/19th Amendments). Identify vocabulary words found in the text and apply the words in context. Define, identify, and analyze the use of literary devices to reflect a writer’s style. Connect a writer’s choices to his/her theme. Closely read novel and complete study guides and reading recall and comprehension quizzes. Apply knowledge of fiction elements by answering open-ended questions. Apply grammar concepts to written and verbal expression. Prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. Analyze the ways in which a writer’s style shapes and shades his/her meaning (ie. WordWright). Conduct research of Critical

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.E.1 Career Ready Practices CRP4 CRP6 CRP9 CRP11	<ol style="list-style-type: none"> Students will be able to conduct a sustained research project, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation (application of critical theory). (2 weeks) NJSLS.W.11-12.7 Students will be able to draw evidence from literary texts to support analysis, reflection, or research. (2 weeks) NJSLS.W.11-12.1 NJSLS.W.11-12.9 NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3 NJSLS.L.11-12.6 	Theory and analyze the text based on guiding questions. <ol style="list-style-type: none"> Create a research paper based on Critical Theory and literary analysis. Compare their literary criticism of the text to that of a scholar's. Design a Blackout Poem that advances a theme. Compare/contrast a director's choices to those of the writer. Using PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing. Explain and defend writer's use of diction (ie. Fitzgerald's use of the word holocaust).
Unit 2: Rhetoric	7 weeks September-October	Power Standards RI.11-12.8 RI.11-12.9 NJSLS.W.11-12.1 NJSLS.W.11-12.9 NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3 NJSLS.L.11-12.6 Supporting Standards	<ol style="list-style-type: none"> Students will be able to draw evidence from the text to support analysis, reflection, or research. (2 weeks) NJSLS.W.11-12.9 Students will be able to determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis. (2 weeks) 	<ol style="list-style-type: none"> Identify vocabulary words found in the text and apply the words in context. Define, identify, and analyze the use of literary devices to reflect a writer's style. Connect a writer's choices to his/her purpose. Closely read/analyze nonfiction texts and identify and annotate author's use of literary devices (ie. SOAPStone).

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>Reading NJSLS.RI.11-12.1-6</p> <p>Writing NJSLS.W.11-12.2, 4-6</p> <p>Speaking/Listening NJSLS.SL.11-12.1, 4-6</p> <p>Language NJSLS.L.11-12.4-5</p> <p>Interdisciplinary (Social Studies) NJSLS.SOC.6.1.12.D.1.a NJSLS.SOC.6.1.12.D.2.b NJSLS.SOC.6.1.12.A.2.a NJSLS.SOC.6.1.12.A.2.b</p> <p>Technology NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.E.1</p> <p>Career Ready Practices CRP4 CRP6 CRP9 CRP11</p>	<p>RI.11-12.8 RI.11-12.9</p> <p>3. Students will be able to analyze and reflect (ie. practical knowledge, historical/cultural context, and background knowledge) on documents of historical and literary significance for their themes, purposes, and rhetorical features. (3 weeks)</p> <p>RI.11-12.8 RI.11-12.9 NJSLS.W.11-12.1 NJSLS.W.11-12.9 NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3 NJSLS.L.11-12.6</p>	<p>5. Reflect on background knowledge to identify historical occasions that give rise to the need or opportunity for persuasion.</p> <p>6. Analyze various essays, letters and speeches and compare/contrast ideas, principles and concepts represented in the texts.</p> <p>7. Analyze rhetoric in visual texts, such as print advertisements and television commercials.</p> <p>8. Recognize and apply the use of satire (ie, cartoon, monologue, talk show-<i>The Daily Show</i>, <i>The Colbert Report</i> or <i>SNL</i>) as a rhetorical technique.</p> <p>9. Compose a rhetorical analysis.</p> <p>10. Apply grammar concepts to written and verbal expression.</p> <p>11. Using PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing.</p> <p>12. Prove comprehension of Latin/Greek roots through sentence completion and passage-based reading.</p> <p>13. Analyze the ways in which a writer’s style shapes and shades his/her meaning (ie. WordWright).</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 3: Synthesis	7 weeks January- February	<p>Power Standards</p> <p>NJSLS.RI.11-12.1 NJSLS.RI.11-12.2 NJSLS.RI.11-12.7 NJSLS.W.11-12.1 NJSLS.W.11-12.8 NJSLS.SL.11-12.1 NJSLS.SL.11-12.2</p> <p>Supporting Standards</p> <p>Reading NJSLS.RI.11-12.4-6</p> <p>Writing NJSLS.W.11-12.4-7, 10</p> <p>Speaking/Listening NJSLS.SL.11-12.1, 3-6</p> <p>Language NJSLS.L.11-12.4-5</p> <p>Technology NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.E.1</p> <p>Career Ready Practices CRP4 CRP6 CRP9 CRP11</p>	<ol style="list-style-type: none"> Students will be able to accurately cite strong and thorough textual evidence, (ie, discussion and written response), to support analysis of what the text says explicitly as well as inferentially. (1 week) NJSLS.RI.11-12.1 Students will be able to determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis. (1 week) NJSLS.RI.11-12.2 Students will be able to integrate and evaluate multiple sources of information presented in different media or formats (ie, visually, quantitatively) as well as in words in order to address a question. (1 week) NJSLS.RI.11-12.7 NJSLS.SL.11-12.1 NJSLS.SL.11-12.2 Students will be able to introduce precise, knowledgeable claims, 	<ol style="list-style-type: none"> Construct a Lego house to demonstrate the synthesis of multiple sources into an essay. Identify vocabulary words found in the text and apply the words in context. Define, identify, and analyze the use of literary devices to reflect a writer’s style. Connect a writer’s choices to his/her purpose. Utilize investigative skills to unearth reliable, credible online sources. Closely read/analyze nonfiction texts and identify and annotate author’s use of literary devices (ie. SOAPStone). Reflect on background knowledge to identify historical occasions that give rise to the need or opportunity for persuasion. Analyze various essays, articles, letters and speeches and compare/contrast ideas, principles and concepts represented in the texts. Analyze rhetoric in visual texts, such as print advertisements and television commercials, such as tables, graphs, pie charts, political cartoons. Generate a working bibliography

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence. (2 weeks) NJSLS.W.11-12.1</p> <p>5. Students will be able to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (2 weeks) NJSLS.W.11-12.8</p>	<p>of evidentiary material.</p> <p>11. Compose a synthesis essay. 12. Create a synthesis prompt. 13. Apply grammar concepts to written and verbal expression. 14. Use PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing. 15. Prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. 16. Analyze the ways in which a writer’s style shapes and shades his/her meaning (ie. WordWright).</p>
Unit 4: Argument	7 weeks February-April	Power Standards NJSLS.RI.11-12.1 NJSLS.RI.11-12.2 NJSLS.RI.11-12.7 NJSLS.W.11-12.1	1. Students will be able to accurately cite strong and thorough textual evidence, (ie, discussion and written response), to support analysis of what the text says explicitly	1. Compose arguments on similar subject matter to varied audiences. 2. Identify vocabulary words found in the text and apply the words in context.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>NJSLS.W.11-12.8 NJSLS.SL.11-12.1 NJSLS.SL.11-12.2</p> <p>Supporting Standards</p> <p>Reading NJSLS.RI.11-12.4-6</p> <p>Writing NJSLS.W.11-12.4-7, 10</p> <p>Speaking/Listening NJSLS.SL.11-12.1, 3-6</p> <p>Language NJSLS.L.11-12.4-5</p> <p>Interdisciplinary (Social Studies) NJSLS.SOC.6.1.12.D.1.a NJSLS.SOC.6.1.12.D.2.b NJSLS.SOC.6.1.12.A.2.a NJSLS.SOC.6.1.12.A.2.b</p> <p>Technology NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.E.1</p> <p>Career Ready Practices CRP4 CRP6 CRP9 CRP11</p>	<p>as well as inferentially. (1 week) NJSLS.RI.11-12.1</p> <p>2. Students will be able to determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis. (1 week) NJSLS.RI.11-12.2</p> <p>3. Students will be able to integrate and evaluate multiple sources of information presented in different media or formats (ie, visually, quantitatively) as well as in words in order to address a question. (1 week) NJSLS.RI.11-12.7 NJSLS.SL.11-12.1 NJSLS.SL.11-12.2</p> <p>4. Students will be able to introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and</p>	<p>3. Connect a writer’s choices to his/her purpose.</p> <p>4. Utilize investigative skills to unearth reliable, credible online sources.</p> <p>5. Closely read/analyze nonfiction texts and identify and annotate author’s use of literary devices (ie. SOAPStone).</p> <p>6. Reflect on background knowledge to identify historical occasions that give rise to the need or opportunity for persuasion.</p> <p>7. Analyze various essays, articles, letters and speeches and compare/contrast ideas, principles and concepts represented in the texts.</p> <p>8. Analyze rhetoric in visual texts, such as print advertisements and television commercials, such as tables, graphs, pie charts, political cartoons.</p> <p>9. Investigate evidentiary material to both support, oppose, and qualify controversial issues.</p> <p>10. Adopt the role of rhetor to discover, disseminate, and organize sources for chosen controversial issues.</p> <p>11. Listen and take notes (ie. Cornell method) of counterpoints followed by a random</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>evidence. (2 weeks) NJSLS.W.11-12.1</p> <p>5. Students will be able to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (2 weeks) NJSLS.W.11-12.8</p>	<p>assignment to argue the rhetor’s claim and its arguments.</p> <p>12. Compose an argument essay.</p> <p>13. Apply grammar concepts to written and verbal expression.</p> <p>14. Use PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing.</p> <p>15. Prove comprehension of Latin/Greek roots through sentence completion and passage-based reading.</p> <p>16. Analyze the ways in which a writer’s style shapes and shades his/her meaning (ie. WordWright).</p>
Unit 5: Drama	<p>5 weeks</p> <p>May-June</p>	<p>Power Standards</p> <p>NJSLS.RL.11-12.2 NJSLS.RL.11-12.3 NJSLS.W.11-12.2 NJSLS.W.11-12.9 NJSLS.SL.11-12.1 NJSLS.SL.11-12.5 NJSLS.L.11-12.1 NJSLS.L.11-12.2</p> <p>Supporting Standards</p>	<p>1. Students will be able to determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. (1 week) NJSLS.RL.11-12.2</p> <p>2. Students will be able to analyze the impact of the</p>	<p>1. Identify vocabulary words found in the text and apply the words in context.</p> <p>2. Analyze the form of the sonnet.</p> <p>3. Research Shakespeare and the politics of Queen Elizabeth; Mary, Queen of Scots; and James VI (I), and demonstrate an understanding of history’s influence on drama.</p> <p>4. Connect a writer’s choices to his/her theme.</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>Reading NJSLS.RL.11-12.4-5,7</p> <p>Writing NJSLS.W.11-12.2, 4-6, 10</p> <p>Speaking/Listening NJSLS.SL.11-12.1, 2, 5, 6</p> <p>Language NJSLS.L.11-12.3, 6</p> <p>Interdisciplinary (Social Studies) NJSLS.SOC.6.2.12.D.2.d (Visual and Performing Arts) NJSLS.VPA.1.3.12.C.2</p> <p>Technology NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.E.1</p> <p>Career Ready Practices CRP4 CRP6 CRP9 CRP11</p>	<p>author’s choices regarding how to develop and relate elements of a drama (ie. where a story is set, how the action is ordered, how the characters are introduced and developed). (1 week) NJSLS.RL.11-12.3</p> <p>3. Students will be able to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (2 weeks) NJSLS.W.11-12.2 NJSLS.L.11-12.1 NJSLS.L.11-12.2</p> <p>4. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. (1 week) NJSLS.W.11-12.9</p>	<p>5. Develop an understanding of character and conflict and discuss how dialogue develops character and conflict.</p> <p>6. View scenes that reflect specific characterization, dialogue, and conflict to make comparisons between a screenplay and a script.</p> <p>7. Identify and analyze examples of verbal irony, situational irony, and dramatic irony.</p> <p>8. In groups, read and perform scenes from the play to gain understanding and appreciation of stage direction.</p> <p>9. Create a scene that extends the plot or further develops the characters’ motivations (ie. Lady Macbeth’s degenerative psyche).</p> <p>10. Write a literary criticism in which they apply a theory of choice.</p> <p>11. Compare their literary criticism of the text to that of a scholar’s.</p> <p>12. Apply grammar concepts to written and verbal expression.</p> <p>13. Using PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing.</p> <p>14. Prove comprehension of</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>Latin/Greek roots through sentence completion and passage-based reading.</p> <p>15. Analyze the ways in which a writer's style shapes and shades his/her meaning (ie. WordWright).</p>

Unit 1: Novel Study	Recommended Duration: 7 weeks
<p>Unit Description: This student-centered unit will introduce critical theory as a means of deeply analyzing a text. To preview unit, students will share background knowledge of provided issues of the era reflected in the text, followed by a playlist of documentary clips depicting these issues. Then, using a Web Quest, students will research critical theory and choose a literary theory to apply to the text. Through the use of a literary lens folder, students will create and organize concepts and essential questions that will inform their analyses of the text. Routinely, they will engage in Theory Talks in both heterogeneous and homogenous groups, ultimately resulting in a research-based literary analysis of the text.</p>	

Essential Questions:	Enduring Understandings:
<ol style="list-style-type: none"> 1. Why do we read fiction? 2. How does the cultural experience of an author impact a text? 3. How do authors use literary devices to create meaning? 4. What does theme reveal about human nature? 5. What is the American Dream, and how is it perceived by various natures or cultures? 6. How does the inclusion of Critical Theory inform deeper meaning of a text? 	<ol style="list-style-type: none"> 1. Reading fiction expands understanding of the world, its people and oneself. 2. Exploring the historical context of an author’s experience allows for greater comprehension of an author’s message to his/her audience. 3. Literary devices assist authors in the development of their stories to convey their messages to an audience through ease and engagement. 4. The development of theme aids authors in the demonstration of a universal experience, thereby revealing common character traits. 5. The American Dream is not universal, for it embraces various intangibles and tangibles dependent upon various natures or cultures. For one, the American Dream may be freedom from religious persecution or opportunity for education or vocation. For others, it may signify the acquisition of material items, such as a home or car. Further still, the American Dream may be “dead” or inaccessible, leaving those who pursue it desolate and disillusioned. 6. The exploration and application of critical theory in the close reading of a text allows readers to investigate the author’s ideology of societal conventions and aberrations. It transforms the literature from a superficial understanding to a deeper comprehension of not only the text and the author but also the reader’s self-awareness.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power Standards NJSLs.RL.11-12.1 NJSLs.RL.11-12.2</p>	<ol style="list-style-type: none"> 1. Students will be able to cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as 	<ol style="list-style-type: none"> 1. Students will be able to observe a Graffiti Board of topics and share what they know about them (eg. Roaring Twenties, American dream, old/new money, Great Depression, Stock Market Crash,

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.RL.11-12.3 NJSLS.W.11-12.1 NJSLS.W.11-12.9 NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3 NJSLS.L.11-12.6</p> <p>Supporting Standards</p> <p>Reading NJSLS.RL.11-12.4-6, 9</p> <p>Writing NJSLS.W.11-12.2-3, 5-8</p> <p>Speaking/Listening NJSLS.SL.11-12.1, 4-6</p> <p>Language NJSLS.L.11-12.4-5</p>	<p>inferences drawn from the text.</p> <ol style="list-style-type: none"> 2. Students will be able to determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. 3. Students will be able to analyze the impact of the author’s choices regarding how to develop and relate elements of a story (e.g., setting, plot, characterization). 4. Students will be able to conduct a sustained research project, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation (application of critical theory). 5. Students will be able to draw evidence from literary texts to support analysis, reflection, or research. 	<p>18th/19th Amendments).</p> <ol style="list-style-type: none"> 2. Students will be able to identify vocabulary words found in the text and apply the words in context. 3. Students will be able to define, identify, and analyze the use of literary devices to reflect a writer’s style. 4. Students will be able to connect a writer’s choices to his/her theme. 5. Students will be able to closely read novel and complete study guides and reading recall and comprehension quizzes. 6. Students will be able to apply knowledge of fiction elements by answering open-ended questions. 7. Students will be able to apply grammar concepts to written and verbal expression. 8. Students will be able to prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. 9. Students will be able to analyze the ways in which a writer’s style shapes and shades his/her meaning (ie. WordWright). 10. Students will be able to conduct research of Critical Theory and analyze the text based on guiding questions. 11. Students will be able to create a research paper based on Critical Theory and literary analysis. 12. Students will be able to compare their literary criticism of the text to that of a scholar’s. 13. Students will be able to design a Blackout Poem that advances a theme. 14. Students will be able to compare/contrast a director’s choices to those of the writer.

Relevant Standards:	Learning Goals:	Learning Objectives:
		<p>15. Students will be able to use PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing.</p> <p>16. Students will be able to explain and defend writer's use of diction (ie. Fitzgerald's use of the word holocaust).</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Novel passage-based quizzes WordWright Vocabulary in Context exercises PeerMark Grammar exercises 	<ul style="list-style-type: none"> Vocabulary in Context Test (texts and Latin/Greek) 	<ul style="list-style-type: none"> Blackout Poem (summative) Literary Analysis Essay applying to text a critical literary theory of student's choice (summative portfolio) Rhetorical Analysis of found nonfiction text of student's choice (summative portfolio) Reflection Paper connecting found nonfiction article to chosen literary theory (summative portfolio) Diary Entry (summative portfolio) Character Biography (summative portfolio) 	<ul style="list-style-type: none"> Theory Talk discussions Film study

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Accommodations <ul style="list-style-type: none"> Highlight key directions/concepts: Provide sample of annotated novel 	Accommodations <ul style="list-style-type: none"> Simplified directions Multiple-choice format: Eliminate one possible 	Accommodations <ul style="list-style-type: none"> Allow retake of novel passage-based quizzes Chunk Research Paper 	Accommodations/Differentiation <ul style="list-style-type: none"> Independent study: In-depth research of literary theory across multiple texts of similar

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p>passage</p> <ul style="list-style-type: none"> Preview test procedures <p>Modifications</p> <ul style="list-style-type: none"> Shortened assessment: Limit required pages for Research Paper <p>Differentiation</p> <ul style="list-style-type: none"> Enhanced directions Choice of literary theory 	<p>answer</p> <ul style="list-style-type: none"> Highlight/underline key words <p>Modifications</p> <ul style="list-style-type: none"> Shortened assessment: Limit required pages for Research Paper <p>Differentiation</p> <ul style="list-style-type: none"> Enhanced directions Choice of literary theory Native language text 	<p>Differentiations</p> <ul style="list-style-type: none"> Choice of writing topics Reduce number of required pages for Research Paper Provide outline for Research Paper 	<p>time period</p> <ul style="list-style-type: none"> Choice of writing topics Learning Menu/Choice Board

Instructional Strategies: *(List and describe.)*

- Theory Talk discussion strategy is used to engage students in both heterogeneous and homogenous groups, ultimately resulting in a research-based literary analysis of the text. Theory Talk organizer is used to record key discussion points.
- Graphic organizers, such as HABIT Introduction, STIR Body, ROLE/ECHO Conclusion, are used to assist the writing process.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p>Accommodations</p> <ul style="list-style-type: none"> Electronic textbooks for at-home use Additional time for assignments Use of mnemonics Extra visual and verbal cues and prompts <p>Modifications</p> <ul style="list-style-type: none"> Alter level of text complexity No penalty for spelling errors (if assessing writing 	<p>Accommodations</p> <ul style="list-style-type: none"> Single step directions read aloud Provide unit vocabulary flashcards: native language to English Modify complex language of texts to suit readiness level Modify writing prompts to suit readiness level Extra visual and verbal cues and prompts 	<p>Accommodations</p> <ul style="list-style-type: none"> Audio of texts Work-in-progress check <p>Differentiation</p> <ul style="list-style-type: none"> Mini-lessons/Small group instruction (specific topics for specific student groups) One-on-one writing conferences Flexible grouping 	<p>Accommodations/Differentiation</p> <ul style="list-style-type: none"> Multiple texts (leveled and supplemental reading) One-on-one writing conferences Tiered assignments Learning Menu/Choice Board

<p>conventions)</p> <p>Differentiation</p> <ul style="list-style-type: none"> • Chunk texts • Provide graphic organizers as means of expression • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text) 	<p>Modifications</p> <ul style="list-style-type: none"> • Native language text • Alternate text <p>Differentiation</p> <ul style="list-style-type: none"> • Chunk texts • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text) 		
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<p>Unit Vocabulary:</p>
<ul style="list-style-type: none"> • Latin/Greek roots 9-11 • Text

<p>Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):</p>	<p>Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i></p>	<p>21st Century Themes: <i>(Check and explain how the connection is made.)</i></p>	<p>21st Century Skills: <i>(Check and explain how the connection is made.)</i></p>
<p>Social Studies: NJSLS.SOC.6.1.12.D.8.b</p> <p>Technology:</p> <ul style="list-style-type: none"> • NJSLS.TECH.8.1.12.A.2 • NJSLS.TECH.8.1.12.E.1 <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP4 • CRP6 • CRP9 • CRP11 	<p>At the redefinition level, the teacher will create a Google Site. Each student will create their own page on the Google Site that demonstrates their knowledge of theme. Students will choose a theme, find multiple examples of themes in literature, and illustrate the webpage to match the theme.</p> <p>At the redefinition level, students will</p> <ul style="list-style-type: none"> • be given freedom of choice of their research topic (critical theory), research sources, and 	<p>Global Awareness:</p> <p>Work and learn collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue as they share in both small- and large-group discussion as well as work to complete a shared task</p>	<p>Critical Thinking & Problem Solving:</p> <p>In the novel study unit, students will be able to effectively examine and evaluate evidence, synthesizing and making connections between evidence and their arguments as students research critical theory and draw conclusions within a literary analysis.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
	<p>creation and presentation of works cited page. Students will post their research paper and works cited page on Google Classroom for peer review and feedback. Students will use PeerMark to suggest corrections to the paper, including the works cited page.</p> <ul style="list-style-type: none"> • identify grammar errors in real world writing, such as electronic magazines, newspapers, websites, advertisements. Students take screenshots of each mistake. They insert the screenshot in a Google Doc. Students explain the mistake, and they write the correction below each image. Students can collaborate on a class Google Presentation or a Google Doc to have a whole class example of real world grammar errors. 		

Resources:

Texts/Materials:

The Great Gatsby F. Scott Fitzgerald; *The Grapes of Wrath* John Steinbeck; *The Scarlet Letter* Nathaniel Hawthorne; *Learning for a Diverse World* Lois Tyson; "There Is No Unmarked Woman" Deborah Tannen; "White Privilege: Unpacking the Invisible Knapsack" Peggy McIntosh

Unit 2: Rhetoric	Recommended Duration: 7 weeks
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Unit Description:
 In this unit, students will read, analyze and discuss texts drawn from a variety of time periods, disciplines, and contexts using the SOAPStone method of analysis. Through this method, students will unearth a speaker’s purpose in utilizing rhetoric, thereby discovering distinct voices. Finally, students will compose a rhetorical analysis, demonstrating their ability to distinguish a speaker’s claim and resultant use of persuasive techniques.

Essential Questions:	Enduring Understandings:
<ol style="list-style-type: none"> How do readers construct meaning from complex texts? For what purpose is rhetoric utilized? How can people recognize the use of rhetoric and avoid its manipulative techniques? 	<ol style="list-style-type: none"> Delving deep into a text allows for greater comprehension of meaning. Annotation is a vehicle for close reading, allowing readers to investigate the nuances and layers of meaning within a text. Rhetoric’s purposes to persuade audiences to “buy into” beliefs, purchase products, and support candidates, to name a few, demonstrate the power of rhetoric’s appeals. Changes in policy and law, such as human rights’ advancements, demonstrate the use of rhetoric in government. The exploration of a writer’s or speaker’s personal agenda allows readers and listeners to query the purpose of the rhetoric and “see through” the facade to the writer’s/speaker’s intent.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power Standards</p> <p>RI.11-12.8 RI.11-12.9 NJSLS.W.11-12.1 NJSLS.W.11-12.9 NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3 NJSLS.L.11-12.6</p> <p>Supporting Standards</p> <p>Reading</p>	<ol style="list-style-type: none"> Students will be able to determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Students will be able to analyze the impact of the author’s choices regarding how to develop and relate elements of a drama (ie. where a story is set, how the action is ordered, how the characters are introduced and developed). 	<ol style="list-style-type: none"> Students will be able to identify vocabulary words found in the text and apply the words in context. Students will be able to define, identify, and analyze the use of literary devices to reflect a writer’s style. Students will be able to connect a writer’s choices to his/her purpose. Students will be able to closely read/analyze nonfiction texts and identify and annotate author’s use of literary devices (ie. SOAPStone). Students will be able to reflect on background knowledge to identify historical occasions that give rise to the need or opportunity for persuasion.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.RI.11-12.1-6</p> <p>Writing NJSLS.W.11-12.2, 4-6</p> <p>Speaking/Listening NJSLS.SL.11-12.1, 4-6</p> <p>Language NJSLS.L.11-12.4-5</p>	<p>3. Students will be able to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>4. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>6. Students will be able to analyze various essays, letters and speeches and compare/contrast ideas, principles and concepts represented in the texts.</p> <p>7. Students will be able to analyze rhetoric in visual texts, such as print advertisements and television commercials.</p> <p>8. Students will be able to recognize and apply the use of satire (ie, cartoon, monologue, talk show- <i>The Daily Show, The Colbert Report</i> or <i>SNL</i>) as a rhetorical technique.</p> <p>9. Students will be able to compose a rhetorical analysis.</p> <p>10. Students will be able to apply grammar concepts to written and verbal expression.</p> <p>11. Students will be able to use PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing.</p> <p>12. Students will be able to prove comprehension of Latin/Greek roots through sentence completion and passage-based reading.</p> <p>13. Students will be able to analyze the ways in which a writer's style shapes and shades his/her meaning (ie. WordWright).</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • SOAPSTone graphic organizers • Annotation of text and prompt • WordWright • Vocabulary in Context exercises 	<ul style="list-style-type: none"> • Vocabulary in Context Test (texts and Latin/Greek) 	<ul style="list-style-type: none"> • Socratic Seminar (formative) • Rhetorical Analysis (summative) • Satiric product (formative and summative) 	<p>Gallery Walk</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> PeerMark Grammar exercises 			

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p>Accommodations</p> <ul style="list-style-type: none"> Highlight key directions/concepts: Provide sample of annotated nonfiction text Preview test procedures <p>Modifications</p> <ul style="list-style-type: none"> Shortened assessment: Limit required pages for rhetorical analysis <p>Differentiation</p> <ul style="list-style-type: none"> Enhanced directions Leveled texts: Choice of SOAPSTone nonfiction text RAFT: Write and deliver a speech using the persona of the original speaker 	<p>Accommodations</p> <ul style="list-style-type: none"> Simplified directions Highlight/underline key words: Provide sample of annotated nonfiction text <p>Modifications</p> <ul style="list-style-type: none"> Shortened assessment: Limit required pages for rhetorical analysis <p>Differentiation</p> <ul style="list-style-type: none"> Enhanced directions Leveled texts: Choice of SOAPSTone nonfiction text Native language text 	<p>Accommodations</p> <ul style="list-style-type: none"> Chunk rhetorical analysis <p>Differentiations</p> <ul style="list-style-type: none"> SOAPSTone graphic organizer Choice of writing topics Reduce number of required pages for rhetorical analysis Provide outline for rhetorical analysis 	<p>Accommodations/Differentiation</p> <ul style="list-style-type: none"> Independent study: Explore rhetorical devices and report on their uses in multiple texts Choice of writing topics Choice of subjective text for rhetorical analysis and presentation* Learning Menu/Choice Board <p><i>*Review in April, before AP Exam</i></p>

Instructional Strategies: *(List and describe.)*

- Graphic organizers, such as SOAPSTone, are used to assist progressive analyses of complex texts.
- Graphic organizers, such as HABIT Introduction, STIR Body, ROLE/ECHO Conclusion, are used to assist the writing process.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p>Accommodations</p> <ul style="list-style-type: none"> • Electronic textbooks for at-home use • Additional time for assignments • Use of mnemonics • Extra visual and verbal cues and prompts <p>Modifications</p> <ul style="list-style-type: none"> • Alter level of text complexity • No penalty for spelling errors (if assessing writing conventions) <p>Differentiation</p> <ul style="list-style-type: none"> • Chunk texts • Provide graphic organizers as means of expression • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text) 	<p>Accommodations</p> <ul style="list-style-type: none"> • Single step directions read aloud • Provide unit vocabulary flashcards: native language to English • Modify complex language of texts to suit readiness level • Modify writing prompts to suit readiness level • Extra visual and verbal cues and prompts <p>Modifications</p> <ul style="list-style-type: none"> • Native language text • Alternate text <p>Differentiation</p> <ul style="list-style-type: none"> • Chunk texts • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text) 	<p>Accommodations</p> <ul style="list-style-type: none"> • Audio of texts • Work-in-progress check <p>Differentiation</p> <ul style="list-style-type: none"> • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one writing conferences • Flexible grouping 	<p>Accommodations/Differentiation</p> <ul style="list-style-type: none"> • Multiple texts (leveled and supplemental reading) • One-on-one writing conferences • Tiered assignments • Learning Menu/Choice Board

Unit Vocabulary:

- Latin/Greek roots 6-8
- Texts
- Literary devices as needed (ie. extended metaphor, allusion, and juxtaposition)

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>Social Studies:</p> <ul style="list-style-type: none"> • NJSLS.SOC.6.1.12.D.1.a • NJSLS.SOC.6.1.12.D.2.b • NJSLS.SOC.6.1.12.A.2.a • NJSLS.SOC.6.1.12.A.2.b <p>Technology:</p> <ul style="list-style-type: none"> • NJSLS.TECH.8.1.12.A.2 • NJSLS.TECH.8.1.12.E.1 <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP4 • CRP6 • CRP9 • CRP11 	<p>At the redefinition level, students will</p> <ul style="list-style-type: none"> • research different reading strategies and working in a group will find support and examples for each strategy. Students will hyperlink from a Google Doc with a list and definition of each strategy to an example video or a supporting article or website that further explains the use of the strategy. Finally, students will apply strategies to nonfiction texts. • identify grammar errors in real world writing, such as electronic magazines, newspapers, websites, advertisements. Students take screenshots of each mistake. They insert the screenshot in a Google Doc. Students explain the mistake, and they write the correction below each image. Students can collaborate on a class Google Presentation or a Google Doc to have a 	<p>Global Awareness:</p> <p>Work and learn collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue as they share in both small- and large-group discussion as well as work to complete a shared task</p>	<p>Communication & Collaboration:</p> <p>In the rhetoric unit, students will be able to participate in a Socratic seminar, sharing perspectives, building upon others' viewpoints, and challenging argumentative points.</p> <p>Critical Thinking & Problem Solving:</p> <p>In the rhetoric unit, students will be able to effectively analyze and create a rhetorical analysis of a writer's claim and his/her uses of rhetoric.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
	whole class example of real world grammar errors.		

Resources:
Texts/Materials: <i>The Language of Composition: Reading, Writing, Rhetoric</i> Lawrence Scanlon, Renee H. Shea, and Robin Dissen Aufses (2007) and accompanying Exam View; Various print advertisements and television commercials; Practice AP Exams

Unit 3: Synthesis	Recommended Duration: 7 weeks
Unit Description: Using models and research, students will investigate evidentiary material to both support, oppose, and qualify controversial issues. Students will create an AP synthesis writing prompt. The exercise of investigation and creation of an AP synthesis writing prompt will provide students with a different perspective and approach to the synthesis question on the AP exam. It places students in the role of test creators as they discover, disseminate, and organize sources for their chosen controversial issues. Subsequently, students will be randomly assigned a student-created synthesis prompt for which they must compose a synthesis essay.	

Essential Questions:	Enduring Understandings:
<ol style="list-style-type: none"> 1. How can readers unearth reliable, credible information through online sources? 2. How can the role of test creator prepare students for the rigor of composing a synthesis essay for the AP exam? 3. How can the practice of research and debate lead to success within interdisciplinary content and beyond to substantive applications, such as college and work? 	<ol style="list-style-type: none"> 1. Investigation of reliable, credible sources, and the accurate citation of such enables readers to unequivocally support, with valid, established arguments, their perspectives. 2. Placing students in the role of test creators exposes them to the process of the synthesis prompt creation, enabling them to better comprehend the necessary elements inherent in a synthesis essay. 3. The depth of research embedded within the exploration of controversial issues, ie. supportive, opposing, and qualifying evidence, as well as visual texts, allows for readers to extend knowledge beyond “sound bites” typically used by news agencies. Therefore, the practice of inquiry allows for greater comprehension of the issues and a more educated electorate.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power Standards</p> <p>NJSLS.RI.11-12.1 NJSLS.RI.11-12.2 NJSLS.RI.11-12.7 NJSLS.W.11-12.1 NJSLS.W.11-12.8 NJSLS.SL.11-12.1 NJSLS.SL.11-12.2</p> <p>Supporting Standards</p> <p>Reading NJSLS.RI.11-12.4-6</p> <p>Writing NJSLS.W.11-12.4-7, 10</p> <p>Speaking/Listening NJSLS.SL.11-12.1, 3-6</p> <p>Language NJSLS.L.11-12.4-5</p>	<ol style="list-style-type: none"> 1. Students will be able to accurately cite strong and thorough textual evidence, (ie, discussion and written response), to support analysis of what the text says explicitly as well as inferentially. 2. Students will be able to determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis. 3. Students will be able to integrate and evaluate multiple sources of information presented in different media or formats (ie, visually, quantitatively) as well as in words in order to address a question. 4. Students will be able to introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence. 	<ol style="list-style-type: none"> 1. Students will be able to construct a Lego house to demonstrate the synthesis of multiple sources into an essay. 2. Students will be able to identify vocabulary words found in the text and apply the words in context. 3. Students will be able to define, identify, and analyze the use of literary devices to reflect a writer’s style. 4. Students will be able to connect a writer’s choices to his/her purpose. 5. Students will be able to utilize investigative skills to unearth reliable, credible online sources. 6. Students will be able to closely read/analyze nonfiction texts and identify and annotate author’s use of literary devices (ie. SOAPStone). 7. Students will be able to reflect on background knowledge to identify historical occasions that give rise to the need or opportunity for persuasion. 8. Students will be able to analyze various essays, articles, letters and speeches and compare/contrast ideas, principles and concepts represented in the texts. 9. Students will be able to analyze rhetoric in visual texts, such as print advertisements and television commercials, such as tables, graphs, pie charts, political cartoons. 10. Students will be able to generate a working bibliography of evidentiary material. 11. Students will be able to compose a synthesis essay. 12. Students will be able to create a synthesis prompt.

Relevant Standards:	Learning Goals:	Learning Objectives:
		13. Students will be able to apply grammar concepts to written and verbal expression. 14. Students will be able to use PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing. 15. Students will be able to prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. 16. Students will be able to analyze the ways in which a writer's style shapes and shades his/her meaning (ie. WordWright)

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Working bibliography of evidentiary material • SOAPStone graphic organizers • Annotation of text and prompt • WordWright • Vocabulary in Context exercises • PeerMark • Grammar exercises 	<ul style="list-style-type: none"> • Vocabulary in Context Test (texts and Latin/Greek) 	<ul style="list-style-type: none"> • Debate (formative) • Synthesis Question Research Project and Prompt Creation (summative) • Synthesis essay (summative) <ul style="list-style-type: none"> ○ Argumentative with source material 	<ul style="list-style-type: none"> • Lego house construction • Gallery Walk • Research

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Accommodations <ul style="list-style-type: none"> • Highlight key directions/concepts: Provide sample of annotated 	Accommodations <ul style="list-style-type: none"> • Simplified directions • Highlight/underline key words: Provide sample of 	Accommodations <ul style="list-style-type: none"> • Chunk synthesis essay • Provide a fill-in-the-blank sentence frame for synthesis 	Accommodations/Differentiation <ul style="list-style-type: none"> • Independent study: Research and organize synthesized material, and create a bill to

<p>nonfiction text</p> <ul style="list-style-type: none"> Preview test procedures Provide a fill-in-the-blank sentence frame for synthesis prompt creation <p>Modifications</p> <ul style="list-style-type: none"> Shortened assessment: Limit required pages for synthesis essay <p>Differentiation</p> <ul style="list-style-type: none"> Enhanced directions Leveled texts: Choice of SOAPSTone nonfiction text 	<p>annotated nonfiction text</p> <ul style="list-style-type: none"> Provide a fill-in-the-blank sentence frame for synthesis prompt creation <p>Modifications</p> <ul style="list-style-type: none"> Shortened assessment: Limit required pages for synthesis essay <p>Differentiation</p> <ul style="list-style-type: none"> Enhanced directions Leveled texts: Choice of SOAPSTone nonfiction text Native language text 	<p>prompt creation</p> <p>Differentiations</p> <ul style="list-style-type: none"> SOAPSTone graphic organizer Choice of writing topics Reduce number of required pages for synthesis essay Provide outline for synthesis essay 	<p>present “on the floor” of Congress*</p> <ul style="list-style-type: none"> Choice of writing topics Learning Menu/Choice Board <p><i>*Review in April, before AP Exam; assign roles, including congressional aides and speaker</i></p>
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Instructional Strategies: (List and describe.)

- Media Center Specialists are consulted to introduce valid research practices.
- Graphic organizers, such as SOAPSTone, are used to assist progressive analyses of complex texts.
- Graphic organizers, such as HABIT Introduction, STIR Body, ROLE/ECHO Conclusion, are used to assist the writing process.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p>Accommodations</p> <ul style="list-style-type: none"> Electronic textbooks for at-home use Additional time for assignments Use of mnemonics Extra visual and verbal cues and prompts <p>Modifications</p> <ul style="list-style-type: none"> Alter level of text complexity No penalty for spelling errors (if assessing writing conventions) 	<p>Accommodations</p> <ul style="list-style-type: none"> Single step directions read aloud Provide unit vocabulary flashcards: native language to English Modify complex language of texts to suit readiness level Modify writing prompts to suit readiness level Extra visual and verbal cues and prompts <p>Modifications</p>	<p>Accommodations</p> <ul style="list-style-type: none"> Audio of texts Work-in-progress check <p>Differentiation</p> <ul style="list-style-type: none"> Mini-lessons/Small group instruction (specific topics for specific student groups) One-on-one writing conferences Flexible grouping 	<p>Accommodations/Differentiation</p> <ul style="list-style-type: none"> Multiple texts (leveled and supplemental reading) One-on-one writing conferences Tiered assignments Learning Menu/Choice Board

Differentiation <ul style="list-style-type: none"> • Chunk texts • Provide graphic organizers as means of expression • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text) 	<ul style="list-style-type: none"> • Native language text • Alternate text Differentiation <ul style="list-style-type: none"> • Chunk texts • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text) 		
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Unit Vocabulary:
<ul style="list-style-type: none"> • Latin/Greek roots 15-17 • Texts

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>Technology</p> <ul style="list-style-type: none"> • NJSLS.TECH.8.1.12.A.2 • NJSLS.TECH.8.1.12.E.1 <p>Career Ready Practices</p> <ul style="list-style-type: none"> • CRP4 • CRP6 • CRP9 • CRP11 	<p>At the redefinition level, students will</p> <ul style="list-style-type: none"> • be given freedom of choice of their research topic (controversial issue), research sources, and creation and presentation of works cited page. Students will post their research paper and works cited page on Google Classroom for peer review and feedback. Students will use PeerMark to suggest corrections to the paper, including the works cited page. 	<p>Global Awareness:</p> <p>Work and learn collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue as they share in both small- and large-group discussion as well as work to complete a shared task</p>	<p>Communication & Collaboration:</p> <p>In the synthesis unit, students will be able to assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</p> <p>Critical Thinking & Problem Solving:</p> <p>In the synthesis unit unit, students will be able to synthesize and make connections between information and arguments.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
	<ul style="list-style-type: none"> identify grammar errors in real world writing, such as electronic magazines, newspapers, websites, advertisements. Students take screenshots of each mistake. They insert the screenshot in a Google Doc. Students explain the mistake, and they write the correction below each image. Students can collaborate on a class Google Presentation or a Google Doc to have a whole class example of real world grammar errors. 		

Resources:
Texts/Materials:
Various electronic sources (ie, essays, articles, excerpts, visuals, speeches, studies, reports) on controversial issues; Practice AP Exams

Unit 4: Argument	Recommended Duration: 7 weeks
<p>Unit Description: To extend the Synthesis Unit, students will investigate evidentiary material to both support, oppose, and qualify controversial issues. The exercise of investigation and creation of a claim and its arguments will provide students with a different perspective and approach to the argument question on the AP exam. The culmination of a debate will place students in the role of rhetor as they discover, disseminate, and organize sources for their chosen controversial issues. Subsequently, all students will be required to listen and take notes (ie. Cornell method) of counterpoints followed by a random assignment to argue the rhetor’s claim and its arguments. Ultimately, students will be expected to independently create arguments and counterpoints within their argument essays without reliance on provided source material, as in the synthesis prompts.</p>	

Essential Questions:	Enduring Understandings:
<ol style="list-style-type: none"> How can readers unearth reliable, credible information through online sources? How can the role of rhetor prepare students for the rigor of composing an argument essay for the AP exam? How can the practice of research and debate lead to success within interdisciplinary content and beyond to substantive applications, such as college and work? 	<ol style="list-style-type: none"> Investigation of reliable, credible sources, and the accurate citation of such enables readers to unequivocally support, with valid, established arguments, their perspectives. Placing students in the role of rhetor exposes them to the craft of creating salient arguments, enabling them to utilize concession and refutation, inherent in an argument essay. The depth of research embedded within the exploration of controversial issues, ie. supportive, opposing, and qualifying evidence, as well as visual texts, allows for readers to extend knowledge beyond “sound bites” typically used by news agencies. Therefore, the practice of inquiry allows for greater comprehension of the issues and a more educated electorate.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power Standards</p> <p>NJSLS.RI.11-12.1 NJSLS.RI.11-12.2 NJSLS.RI.11-12.7 NJSLS.W.11-12.1 NJSLS.W.11-12.8 NJSLS.SL.11-12.1 NJSLS.SL.11-12.2</p>	<ol style="list-style-type: none"> Students will be able to accurately cite strong and thorough textual evidence, (ie, discussion and written response), to support analysis of what the text says explicitly as well as inferentially. Students will be able to determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis. 	<ol style="list-style-type: none"> Students will be able to compose arguments on similar subject matter to varied audiences. Students will be able to identify vocabulary words found in the text and apply the words in context. Students will be able to connect a writer’s choices to his/her purpose. Students will be able to utilize investigative skills to unearth reliable, credible online sources. Students will be able to closely read/analyze nonfiction texts and identify and annotate

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Supporting Standards</p> <p>Reading NJSLS.RI.11-12.4-6</p> <p>Writing NJSLS.W.11-12.4-7, 10</p> <p>Speaking/Listening NJSLS.SL.11-12.1, 3-6</p> <p>Language NJSLS.L.11-12.4-5</p>	<p>3. Students will be able to integrate and evaluate multiple sources of information presented in different media or formats (ie, visually, quantitatively) as well as in words in order to address a question.</p> <p>4. Students will be able to introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p>	<p>author’s use of literary devices (ie. SOAPStone).</p> <p>6. Students will be able to reflect on background knowledge to identify historical occasions that give rise to the need or opportunity for persuasion.</p> <p>7. Students will be able to analyze various essays, articles, letters and speeches and compare/contrast ideas, principles and concepts represented in the texts.</p> <p>8. Students will be able to analyze rhetoric in visual texts, such as print advertisements and television commercials, such as tables, graphs, pie charts, political cartoons.</p> <p>9. Students will be able to investigate evidentiary material to both support, oppose, and qualify controversial issues.</p> <p>10. Students will be able to adopt the role of rhetor to discover, disseminate, and organize sources for chosen controversial issues.</p> <p>11. Students will be able to listen and take notes (ie. Cornell method) of counterpoints followed by a random assignment to argue the rhetor’s claim and its arguments.</p> <p>12. Students will be able to compose an argument essay.</p> <p>13. Students will be able to apply grammar concepts to written and verbal expression.</p> <p>14. Students will be able to use PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing.</p> <p>15. Students will be able to prove comprehension of Latin/Greek roots through sentence completion</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
		and passage-based reading. 16. Students will be able to analyze the ways in which a writer's style shapes and shades his/her meaning (ie. WordWright).

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Notes (ie. Cornell) of counterpoints to rhetor's argument presentation SOAPSTone graphic organizers Annotation of text and prompt WordWright Vocabulary in Context exercises PeerMark Grammar exercises 	<ul style="list-style-type: none"> Vocabulary in Context Test (texts and Latin/Greek) 	<ul style="list-style-type: none"> Debate (formative) Argument essay (summative) 	<ul style="list-style-type: none"> Gallery Walk Research Debate

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p>Accommodations</p> <ul style="list-style-type: none"> Highlight key directions/concepts: Provide sample of annotated nonfiction text Preview test procedures Provide a fill-in-the-blank model for note taking <p>Modifications</p> <ul style="list-style-type: none"> Shortened assessment: Limit required pages for argument 	<p>Accommodations</p> <ul style="list-style-type: none"> Simplified directions Highlight/underline key words: Provide sample of annotated nonfiction text Provide a fill-in-the-blank model for note taking <p>Modifications</p> <ul style="list-style-type: none"> Shortened assessment: Limit required pages for argument essay 	<p>Accommodations</p> <ul style="list-style-type: none"> Chunk argument essay Provide a fill-in-the-blank model for note taking <p>Differentiations</p> <ul style="list-style-type: none"> SOAPSTone graphic organizer Choice of writing topics Reduce number of required pages for argument essay Provide outline for argument essay 	<p>Accommodations/Differentiation</p> <ul style="list-style-type: none"> Independent study: Examine different structures of argumentative writing (ie. Classical, Toulmin and/or Lincoln-Douglas arguments) and deliver a presentation Choice of writing topics Learning Menu/Choice Board

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
essay Differentiation <ul style="list-style-type: none"> Enhanced directions Leveled texts: Choice of SOAPSTone nonfiction text 	Differentiation <ul style="list-style-type: none"> Enhanced directions Leveled texts: Choice of SOAPSTone nonfiction text Native language text 		

Instructional Strategies: (List and describe.)

- Note taking, such as Cornell method, are used to record counterpoints of a rhetor’s claim and its arguments.
- Graphic organizers, such as SOAPSTone, are used to assist progressive analyses of complex texts.
- Graphic organizers, such as HABIL Introduction, STIR Body, ROLE/ECHO Conclusion, are used to assist the writing process.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Accommodations <ul style="list-style-type: none"> Electronic textbooks for at-home use Additional time for assignments Use of mnemonics Extra visual and verbal cues and prompts Modifications <ul style="list-style-type: none"> Alter level of text complexity No penalty for spelling errors (if assessing writing conventions) Differentiation <ul style="list-style-type: none"> Chunk texts Provide graphic organizers as means of expression Provide student with a 	Accommodations <ul style="list-style-type: none"> Single step directions read aloud Provide unit vocabulary flashcards: native language to English Modify complex language of texts to suit readiness level Modify writing prompts to suit readiness level Extra visual and verbal cues and prompts Modifications <ul style="list-style-type: none"> Native language text Alternate text Differentiation <ul style="list-style-type: none"> Chunk texts Provide student with a 	Accommodations <ul style="list-style-type: none"> Audio of texts Work-in-progress check Differentiation <ul style="list-style-type: none"> Mini-lessons/Small group instruction (specific topics for specific student groups) One-on-one writing conferences Flexible grouping 	Accommodations/Differentiation <ul style="list-style-type: none"> Multiple texts (leveled and supplemental reading) One-on-one writing conferences Tiered assignments Learning Menu/Choice Board

specific close reading focus (eg. identifying patterns/repetition in the text)	specific close reading focus (eg. identifying patterns/repetition in the text)		
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Unit Vocabulary:
<ul style="list-style-type: none"> • Latin/Greek roots 21-23 • Texts

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>Technology</p> <ul style="list-style-type: none"> • NJSLS.TECH.8.1.12.A.2 • NJSLS.TECH.8.1.12.E.1 <p>Career Ready Practices</p> <ul style="list-style-type: none"> • CRP4 • CRP6 • CRP9 • CRP11 	<p>At the redefinition level, students will</p> <ul style="list-style-type: none"> • upload their presentations of claims and arguments to Google Classroom. Students will participate in flipped presentations. For homework, students will review their classmates' argument on Google Classroom, and will develop follow-up questions. Instead of in-class presentations, students will be required to answer their classmates' questions and defend their research. The teacher will moderate the questions and responses. • identify grammar errors in real world writing, such as 	<p>Global Awareness:</p> <p>Work and learn collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue as they share in both small- and large-group discussion as well as work to complete a shared task.</p>	<p>Communication & Collaboration:</p> <p>In the argument unit, students will be able to listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Additionally, students will be able to use communication for a range of purposes (ie. to inform, instruct, motivate or persuade).</p> <p>Critical Thinking & Problem Solving:</p> <p>In the argument unit, students will be able to effectively analyze and evaluate evidence, arguments, claims and beliefs.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
	<p>electronic magazines, newspapers, websites, advertisements. Students take screenshots of each mistake. They insert the screenshot in a Google Doc. Students explain the mistake, and they write the correction below each image. Students can collaborate on a class Google Presentation or a Google Doc to have a whole class example of real world grammar errors.</p>		

Resources:
<p>Texts/Materials:</p> <p>Various electronic sources (ie, essays, articles, excerpts, visuals, speeches, studies, reports) on controversial issues; Practice AP Exams</p>

Unit 5: Drama	Recommended Duration: 5 weeks
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Unit Description:
 At the onset of the unit, students will analyze the form of the sonnet. As students listen and read the drama, they will appreciate the nuances and richness of Modern English. Throughout the unit, they will analyze, discuss, interpret, and perform William Shakespeare’s *Macbeth*. Becoming physically, intellectually, and vocally engaged will assist students as they engage in the language, characters, plot, and themes of the drama. Students will compose both short and long written responses to the text. Comprehensively, students will also delve deeply into the close reading of the drama as they investigate the motifs, themes, symbols, characters, figurative language, and plot of the play.

Essential Questions:	Enduring Understandings:
<ol style="list-style-type: none"> 1. From a psychological perspective, <i>Macbeth</i> introduces readers to the vagaries of human nature. Was Macbeth an evil person, or was Macbeth influenced to commit wrong? 2. How is the motif “Fair is foul, and foul is fair” traced throughout the work? How can it be applied in readers’ everyday lives? 3. How do concepts of ambition, kingship v. tyranny, spiritual evil, and sexual inversion demonstrate themselves in the drama? 	<ol style="list-style-type: none"> 1. While many people see ambition as a powerful motivating force and a desirable attribute, ambition taken to the extreme can interfere with one’s goals and negatively impact one’s relationships with family and friends. Recognizing overweening ambition and understanding its pitfalls can help readers set more realistic ambitious goals and self-evaluate their attempts to achieve them. 2. We live in a time when young people are more inclined to hear or read about a celebrity or politician whose flaw(s) have led to his or her downfall. An examination of when and where a literary character begins his or her descent helps students understand better the complexities of character and circumstance that contribute to the downfall. This understanding may, in turn, help readers be more compassionate and helpful to others whose flaws undermine their potential. 3. The tragedy of <i>Macbeth</i> takes participants on a journey through universal concepts, ie. ambition and spiritual evil. The characters’ lives unravel as the influences of one’s actions or inactions prompt a series of tragic circumstances, leading from chaos to reinstated order.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power Standards NJSLS.RL.11-12.2 NJSLS.RL.11-12.3 NJSLS.W.11-12.2	<ol style="list-style-type: none"> 1. Students will be able to determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to 	<ol style="list-style-type: none"> 1. Students will be able to identify vocabulary words found in the text and apply the words in context. 2. Students will be able to analyze the form of

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.W.11-12.9 NJSLS.SL.11-12.1 NJSLS.SL.11-12.5 NJSLS.L.11-12.1 NJSLS.L.11-12.2</p> <p>Supporting Standards</p> <p>Reading NJSLS.RL.11-12.4-5,7</p> <p>Writing NJSLS.W.11-12.2, 4-6, 10</p> <p>Speaking/Listening NJSLS.SL.11-12.2, 6</p> <p>Language NJSLS.L.11-12.3, 6</p>	<p>produce a complex account.</p> <ol style="list-style-type: none"> 2. Students will be able to analyze the impact of the author’s choices regarding how to develop and relate elements of a drama (ie. where a story is set, how the action is ordered, how the characters are introduced and developed). 3. Students will be able to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 4. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>the sonnet.</p> <ol style="list-style-type: none"> 3. Students will be able to research Shakespeare and the politics of Queen Elizabeth; Mary, Queen of Scots; and James VI (I), and demonstrate an understanding of history’s influence on drama. 4. Students will be able to connect a writer’s choices to his/her theme. 5. Students will be able to develop an understanding of character and conflict and discuss how dialogue develops character and conflict. 6. Students will be able to view scenes that reflect specific characterization, dialogue, and conflict to make comparisons between a screenplay and a script. 7. Students will be able to identify and analyze examples of verbal irony, situational irony, and dramatic irony. 8. Students will be able to, in groups, read and perform scenes from the play to gain understanding and appreciation of stage direction. 9. Students will be able to create a scene that extends the plot or further develops the characters’ motivations (ie. Lady Macbeth’s degenerative psyche). 10. Students will be able to write a literary criticism in which they apply a theory of choice. 11. Students will be able to compare their literary criticism of the text to that of a scholar’s.

Relevant Standards:	Learning Goals:	Learning Objectives:
		12. Students will be able to apply grammar concepts to written and verbal expression. 13. Students will be able to use PeerMark to answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing. 14. Students will be able to prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. 15. Students will be able to analyze the ways in which a writer's style shapes and shades his/her meaning (ie. WordWright).

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Drama passage-based quizzes • WordWright • Vocabulary in Context exercises • PeerMark • Grammar exercises 	<ul style="list-style-type: none"> • Vocabulary in Context Test (texts and Latin/Greek) 	<ul style="list-style-type: none"> • Scene performances (summative) • Scene creation (summative) • Literary Criticism (summative) 	<ul style="list-style-type: none"> • Dramatic Performance • Film study

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Accommodations <ul style="list-style-type: none"> • Provide study guides prior to assessment • Preview test procedures Modifications <ul style="list-style-type: none"> • Shortened assessment: Limit required pages for literary criticism Differentiation	Accommodations <ul style="list-style-type: none"> • Simplified directions • Multiple-choice format: Eliminate one possible answer • Highlight/underline key words Modifications	Accommodations <ul style="list-style-type: none"> • Allow retake of drama passage-based quizzes • Chunk literary criticism Differentiation <ul style="list-style-type: none"> • Choice of literary theory • Reduce number of required pages for literary criticism 	Accommodations/Differentiation <ul style="list-style-type: none"> • Independent study: Create a scene that extends the plot or further develops the characters' motivations (ie. Lady Macbeth's degenerative psyche). • Choice of literary theory • Learning Menu/Choice Board

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Choice of literary theory Enhanced directions Audio of text 	<ul style="list-style-type: none"> Shortened assessment: Limit required pages for literary criticism <p>Differentiation</p> <ul style="list-style-type: none"> Choice of literary theory Enhanced directions Native language text Audio of text 	<ul style="list-style-type: none"> Provide outline for literary criticism 	

Instructional Strategies: *(List and describe.)*

- Graphic organizers, such as HABIT Introduction, STIR Body, ROLE/ECHO Conclusion, are used to assist the writing process.
- Performance task descriptions are used in the production of a scene's performance.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p>Accommodations</p> <ul style="list-style-type: none"> Electronic textbooks for at-home use Additional time for assignments Use of mnemonics Extra visual and verbal cues and prompts <p>Modifications</p> <ul style="list-style-type: none"> Alter level of text complexity No penalty for spelling errors (if assessing writing conventions) <p>Differentiation</p> <ul style="list-style-type: none"> Chunk texts Provide graphic organizers as means of expression 	<p>Accommodations</p> <ul style="list-style-type: none"> Single step directions read aloud Provide unit vocabulary flashcards: native language to English Modify complex language of texts to suit readiness level Modify writing prompts to suit readiness level Extra visual and verbal cues and prompts <p>Modifications</p> <ul style="list-style-type: none"> Native language text Alternate text <p>Differentiation</p> <ul style="list-style-type: none"> Chunk texts 	<p>Accommodations</p> <ul style="list-style-type: none"> Audio of texts Work-in-progress check <p>Differentiation</p> <ul style="list-style-type: none"> Mini-lessons/Small group instruction (specific topics for specific student groups) One-on-one writing conferences Flexible grouping 	<p>Accommodations/Differentiation</p> <ul style="list-style-type: none"> Multiple texts (leveled and supplemental reading) One-on-one writing conferences Tiered assignments Learning Menu/Choice Board

<ul style="list-style-type: none"> Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text) 	<ul style="list-style-type: none"> Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text) 		
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Unit Vocabulary: <ul style="list-style-type: none"> Latin/Greek roots 15-18 Text Literary devices as needed (ie. irony, dialogue, and characterization)

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
Interdisciplinary (Social Studies) NJSLS.SOC.6.2.12.D.2.d (Visual and Performing Arts) NJSLS.VPA.1.3.12.C.2 Technology NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.E.1 Career Ready Practices CRP4 CRP6 CRP9 CRP11	At the redefinition level, students will collaborate to choose and perform a dramatic scene that they will film and show to their peers and teacher. Students will post their filmed scenes to YouTube for nomination to the annual BondPopp Dramatic Guild Award, where peers will use comment function to justify their vote for the awarded scene.	Global Awareness: Work and learn collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue as they share in both small- and large-group discussion as well as work to complete a shared task	Creativity and Innovation: In the drama unit, students will be able to elaborate, refine, analyze and evaluate their own ideas as they create a scene extension within the drama. Also, students will be able to work creatively and collaboratively with others as they perform the drama.

Resources: Texts/Materials: <i>The Tragedy of Macbeth</i> William Shakespeare; excerpt from <i>The Prince</i> Niccolò Machiavelli
