KINGSWAY REGIONAL SCHOOL DISTRICT

Committed to Excellence

Course Name: Honors English III	**Grade Level(s): 11**
Department: English	**Credits: 5**
BOE Adoption Date: October 2017	**Revision Date(s): October 2019**

ABSTRACT

In Honors English 11, the students will closely and critically read complex works of literature, including fiction and nonfiction texts. In writing and through class discussions, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of a writer's claim based on evidence from the text. Additionally, students will expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods and cultures. The students will develop the skill, fluency, and concentration to produce high-quality writing, including opportunities to improve their writing through revision. Writing tasks include literary analysis, research paper, creative writing, narrative, and argument essay. The students will apply a greater depth of knowledge and sophistication in their analyses. The students will continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and sophistication in the development and organization of ideas.

TABLE OF CONTENTS	
Mission Statement	**Page 3**
Curriculum and Instruction Goals	**Page 3**
How to Read this Document	**Page 3**
Terms to Know	**Pages 3**
Pacing Guide	**Pages 6**
Curriculum Units	**Pages 13**

KRSD Office of Curriculum and Instruction

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.

   o **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: Honors English III
Prerequisite(s): Grade 10 English Language Arts

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Short Story Boot Camp	7 weeks September-October	**Power Standards** NJSLS.RL.11-12.1 NJSLS.RL.11-12.2 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 **Supporting Standards** **Reading** NJSLS.RL.11-12.4-6, 9 **Writing** NJSLS.W.11-12.2-3, 5-8 **Speaking/Listening** NJSLS.SL.11-12.1, 4-6 **Language** NJSLS.L.11-12.4-5 **Interdisciplinary (Social Studies)** NJSLS.SOC.6.1.12.D.9.b **Technology** NJSLS.TECH.8.1.12.A.2	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 inferences drawn from the text. **(1 week)** **NJSLS.RL.11-12.1** 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. **(2 weeks)** **NJSLS.RL.11-12.2** 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 weeks)** **NJSLS.RL.11-12.3** **NJSLS.L.11-12.1** **NJSLS.L.11-12.2** **NJSLS.L.11-12.3**	1. Review and identify plot structure diagram (i.e. setting), foreshadow, and figurative language, including symbolism and imagery, tone, and mood. 2. Identify vocabulary words found in the text and apply the words in context. 3. Construct an essay analyzing how foreshadow, figurative language, including symbolism and imagery, tone, or mood are used to establish themes in a short story. 4. Make use of digital media (i.e. textual, graphical, audio/visual) in presentations to enhance comprehension of how the writer uses literary devices to advance theme. 5. Define, identify, and analyze the use of literary devices to reflect a writer's style. 6. Connect a writer's choices to his/her theme. 7. Closely read and annotate short stories and complete reading recall and comprehension checks. 8. Apply knowledge of short story elements by answering open-

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.TECH.8.1.12.E.1 **Career Ready Practices** CRP4 CRP6 CRP9 CRP11	**NJSLS.L.11-12.6** 4. Students will be able to draw evidence from literary texts to support analysis, reflection, or research. **(4 weeks)** **NJSLS.W.11-12.1** **NJSLS.W.11-12.9**	ended questions. 9. Facilitate a discussion of how the writer employs literary devices to develop theme. 10. Apply grammar concepts to written and verbal expression. 11. Using PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing. 12. 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 (i.e. WordWright).
Unit 2: Novel Study	7 weeks October-January	**Power Standards** 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.11-12.8 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**	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 inferences drawn from the text. **(1 week)** **NJSLS.RL.11-12.1** 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	1. 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). 2. Identify vocabulary words found in the text and apply the words in context. 3. Define, identify, and analyze the use of literary devices to reflect a writer's style. 4. Connect a writer's choices to his/her theme.

KRSD Office of Curriculum and Instruction

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		Reading NJSLS.RL.11-12.4-6, 9 **Writing** NJSLS.W.11-12.2-3, 5-8 **Speaking/Listening** NJSLS.SL.11-12.1, 4-6 **Language** NJSLS.L.11-12.4-5 **Interdisciplinary (Social Studies)** NJSLS.SOC.6.1.12.D.8.b **Technology** NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.E.1 **Career Ready Practices** CRP4 CRP6 CRP9 CRP11	interact and build on one another to produce a complex account. **(2 weeks)** **NJSLS.RL.11-12.2** 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 weeks)** **NJSLS.RL.11-12.3** 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). (2 weeks)** **NJSLS.W.11-12.7** **NJSLS.W.11-12.8** **NJSLS.W.11-12.9** 5. **Students will be able to draw evidence from literary texts to support analysis, reflection, or research. (3 weeks)** **NJSLS.W.11-12.1**	5. Closely read novel and complete study guides and reading recall and comprehension quizzes. 6. Apply knowledge of fiction elements by answering open-ended questions. 7. Apply grammar concepts to written and verbal expression. 8. Prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. 9. Analyze the ways in which a writer's style shapes and shades his/her meaning (i.e. WordWright). 10. Conduct research of Critical Theory and analyze the text based on guiding questions. 11. Create a research paper based on Critical Theory and literary analysis. 12. Design a Blackout Poem that advances a theme. 13. Compare/contrast a director's choices to those of the writer. 14. Using PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing. 15. Explain and defend writer's use of diction (i.e. Fitzgerald's use of the word holocaust).

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			NJSLS.W.11-12.7 **NJSLS.W.11-12.8** **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**	
Unit 3: Rhetoric	7 weeks January-February	**Power Standards** RI.11-12.2 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** **Reading** NJSLS.RI.11-12.1-6 **Writing** NJSLS.W.11-12.2, 4-6 **Speaking/Listening** NJSLS.SL.11-12.1, 4-6 **Language** NJSLS.L.11-12.4-5 **Interdisciplinary**	1. Students will be able to draw evidence from the text to support analysis, reflection, or research. **(3 weeks)** **NJSLS.W.11-12.9** 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. **(2 weeks)** **SJSLS.RI.11-12.2** 3. Students will be able to analyze and reflect (i.e. practical knowledge, historical/cultural context, and background knowledge) on documents of historical and literary significance for their themes, purposes, and rhetorical features. **(4 weeks)** **NJSLS.RI.11-12.8** **SJSLS.RI.11-12.9**	1. Identify vocabulary words found in the text and apply the words in context. 2. Define, identify, and analyze the use of literary devices to reflect a writer's style. 3. Connect a writer's choices to his/her purpose. 4. Closely read/analyze nonfiction texts and identify and annotate author's use of literary devices (i.e. SOAPSTone). 5. Reflect on background knowledge to identify historical occasions that give rise to the need or opportunity for persuasion. 6. Analyze various essays, letters and speeches and compare/contrast ideas, principles and concepts represented in the texts. 7. Compose a rhetorical analysis. 8. Apply grammar concepts to written and verbal expression.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		(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 **Technology** NJSLS.TECH.8.1.12.A.2 NJSLS.TECH.8.1.12.E.1 **Career Ready Practices** CRP4 CRP6 CRP9 CRP11	**NJSLS.L.11-12.1** **NJSLS.L.11-12.2** **NJSLS.L.11-12.3** **NJSLS.L.11-12.6**	9. Using PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing. 10. Prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. 11. Analyze the ways in which a writer's style shapes and shades his/her meaning (i.e. WordWright).
Unit 4: Drama	7 weeks February-April	**Power Standards** NJSLS.RL.11-12.1 NJSLS.RL.11-12.2 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 **Supporting Standards** **Reading** NJSLS.RL.11-12.4-5,7,9 **Writing** NJSLS.W.11-12.2, 4-6, 8	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 inferences drawn from the text. **(1 week)** **NJSLS.RL.11-12.1** 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. **(2 weeks)** **NJSLS.RL.11-12.2**	1. Identify vocabulary words found in the text and apply the words in context. 2. Research the Red Scare and McCarthyism and demonstrate an understanding of history's influence on drama. 3. Connect a writer's choices to his/her theme. 4. Develop an understanding of character and conflict and discuss how dialogue develops character and conflict. 5. View scenes that reflect specific characterization,

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		Speaking/Listening NJSLS.SL.11-12.1, 4-6 **Language** NJSLS.L.11-12.4-5 **Interdisciplinary (Social Studies)** NJSLS.SOC.6.1.12.A.1.a NJSLS.SOC.6.1.12.A.1.b **(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	**3.** Students will be able to analyze the impact of the author's choices regarding how to develop and relate elements of a drama (i.e. where a story is set, how the action is ordered, how the characters are introduced and developed). **(4 weeks)** **NJSLS.RL.11-12.3** **NJSLS.L.11-12.1** **NJSLS.L.11-12.2** **NJSLS.L.11-12.3** **NJSLS.L.11-12.6**	dialogue, and conflict to make comparisons between a screenplay and a script. 6. Identify and analyze examples of verbal irony, situational irony, and dramatic irony. 7. In groups, read and perform scenes from the play to gain understanding and appreciation of stage direction. 8. Create a scene that extends the plot or further develops the characters' motivations (i.e. Abigail's departure from Salem). 9. Compose an essay comparing parallels of injustice. 10. Apply grammar concepts to written and verbal expression. 11. Using PeerMark, answer open-ended questions and identify areas in need of improvement to assist peers in the progressive development of their writing. 12. Prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. 13. Analyze the ways in which a writer's style shapes and shades his/her meaning (i.e. WordWright).

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 5: Poetry	7 weeks May-June	**Power Standards** NJSLS.RL.11-12.2 NJSLS.RL.11-12.4 NJSLS.RL.11-12.5 NJSLS.W.11-12.9 NJSLSA.SL.11-12.2 NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3 NJSLS.L.11-12.6 **Supporting Standards** **Reading** NJSLS.RL.11-12.7 **Writing** NJSLS.W.11-12.1, 4-6 **Speaking/Listening** NJSLS.SL.11-12.1, 6 **Language** NJSLS.L.11-12.4-5 **Interdisciplinary** **(Visual and Performing Arts)** NJSLS.VPA.1.4.12.A.4 NJSLS.VPA.1.4.12.B.2 **Technology** NJSLS.TECH.8.1.12.A.2	1. Students will be able to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **(2 weeks)** **NJSLS.RL.11-12.2** **NJSLS.RL.11-12.4** 2. Students will be able to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or stanza) relate to each other and the whole. **(2 weeks)** **NJSLS.RL.11-12.2** **NJSLS.RL.11-12.5** 3. Students will be able to integrate and evaluate information presented in diverse media and formats, including visual and oral written and performance poetry. **(3 weeks)** **NJSLS.RL.11-12.2** **NJSLS.RL.11-12.4** **NJSLS.RL.11-12.5**	1. Using a Poetry Journal, view and respond (i.e. speaker's use of diction, imagery, tone, and body language) to a series of spoken word poems. 2. Using a Poetry Journal, define, identify, and analyze a poet's use of literary devices to advance theme. 3. Identify vocabulary words found in the text and apply the words in context. 4. Apply grammar concepts to written and verbal expression. 5. Prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. 6. Analyze the ways in which a writer's style shapes and shades his/her meaning (i.e. WordWright). 7. Utilizing literary devices and varying degrees of typography, create a poem. 8. Utilizing literary devices, create and recite/perform an original poem.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.TECH.8.1.12.E.1 **Career Ready Practices** CRP4 CRP6 CRP9 CRP11	**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**	

Unit 1: Short Story Boot Camp	Recommended Duration: 7 weeks

Unit Description:
This student-centered unit will expose the short story genre and the ways in which authors convey theme through literary devices. Through modeling and practice, students will gradually develop independence in their investigations of a) how short story authors convey meaning through literary devices as well as b) the role an author's cultural experience has on the text. The unit pacing, the independence with which students will explore the short story genre, and the reading and analytical intensity of the unit reflects a "Boot Camp" like experience. Ultimately, students will collaborate to plan and teach lessons through which they facilitate discussions of how authors employ literary devices to develop theme.

Essential Questions:	Enduring Understandings:
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?	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.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power Standards NJSLS.RL.11-12.1 NJSLS.RL.11-12.2 NJSLS.RL.11-12.3	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 inferences drawn from the text.	1. Students will be able to identify plot structure diagram (i.e. setting), foreshadow, and figurative language, including symbolism and imagery, tone, and mood. 2. Students will be able to identify vocabulary words

Relevant Standards:	Learning Goals:	Learning Objectives:
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** **Reading** NJSLS.RL.11-12.4-6, 9 **Writing** NJSLS.W.11-12.2-3, 5-8 **Speaking/Listening** NJSLS.SL.11-12.1, 4-6 **Language** NJSLS.L.11-12.4-5	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 draw evidence from literary texts to support analysis, reflection, or research.	found in the text and apply the words in context. 3. Students will be able to construct an essay analyzing how foreshadow, figurative language, including symbolism and imagery, tone, or mood are used to establish themes in a short story. 4. Students will be able to make use of digital media (i.e. textual, graphical, audio/visual) in presentations to enhance comprehension of how the writer uses literary devices to advance theme. 5. Students will be able to define, identify, and analyze the use of literary devices to reflect a writer's style. 6. Students will be able to connect a writer's choices to his/her theme. 7. Students will be able to closely read and annotate short stories and complete reading recall and comprehension checks. 8. Students will be able to apply knowledge of short story elements by answering open-ended questions. 9. Students will be able to collaboratively facilitate a discussion of how the writer employs literary devices to develop theme. 10. Students will be able to apply grammar concepts to written and verbal expression. 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. 12. Students will be able to prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. 13. Students will be able to analyze the ways in which

Relevant Standards:	Learning Goals:	Learning Objectives:
		a writer's style shapes and shades his/her meaning (i.e. WordWright).

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
- Plot structure diagram - Short story recall quizzes - WordWright - Vocabulary in Context exercises - PeerMark - Grammar exercises	Vocabulary in Context Test	- Short story lesson content (summative) - Short story lesson delivery (summative) - Literary analysis essay (summative)	Short story lessons

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 - Highlight key directions/concepts: Provide sample of annotated short story - Preview test procedures **Modifications** - Shortened assessment: Limit required material for short story presentation **Differentiation** - Enhanced directions - Choice with writing topics - Leveled texts	**Accommodations** - Simplified directions - Multiple-choice format: Eliminate one possible answer - Highlight/underline key words **Modifications** - Shortened assessment: Limit required material for short story presentation **Differentiation** - Enhanced directions - Choice with writing topics - Leveled texts/Native language text	**Accommodations** - Allow retake of short story recall quizzes - Chunk long-term assignments **Differentiations** - Choice of writing topics - Reduce number of required pages for literary analysis - Provide outline for literary analysis	**Accommodations/Differentiation** - Independent study: Research literary movement across several writers - Choice of writing topics - RAFT: Craft a first person narrative of Charles Chesnutt's life

Instructional Strategies: *(List and describe.)*

- Modeling a text is used to expose students to the in-depth elements of a short story analysis.
- 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
Accommodations - Electronic textbooks for at-home use - Additional time for assignments - Use of mnemonics - Extra visual and verbal cues and prompts **Modifications** - Alter level of text complexity - No penalty for spelling errors (if assessing writing conventions) **Differentiation** - Chunk texts - Provide graphic organizers as means of expression - Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text)	**Accommodations** - 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** - Native language text - Alternate text **Differentiation** - Chunk texts - Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text)	**Accommodations** - Audio of texts - Work-in-progress check **Differentiation** - Mini-lessons/Small group instruction (specific topics for specific student groups) - One-on-one writing conferences - Flexible grouping	**Accommodation/Differentiation** - Multiple texts (leveled and supplemental reading) - One-on-one writing conferences - Tiered assignments - Learning Menu/Choice Board

Unit Vocabulary:

- Text

  E.A. Poe: indeterminate, pendulum, swoon, ghastly, inquisition, supposition, ascertain, prostrate, moral, traverse, ingenuity, discordant

  R. Stockton: amphitheater, impartial, procure, doleful, imperious, aesthetic

  J. London: Yukon, handkerchief, eager

  F.S. Fitzgerald: portentous, clamorous, strident, provincialism, feigned, unalterable, restiveness, antipathy, judicious, meager, elude, lavish, judicially, tranquilly, irrevocably, equanimity, conciliate, roguish, tangible, martyrdom, vile, recalcitrant

Unit Vocabulary:
N. Hawthorne: repose, perturbation, venerable, emblem, countenance, visage, reverence, scruple, disposition, indifferent, obstinate, semblance, piety C.W. Chestnutt: staid, acquit, mulatto, meagre, sustenance, avenge, dissent, akin W. Faulkner: vindicate, arsenic, impervious, perverse, cuckold K. Vonnegut: consternation • Literary devices Plot Structure Diagram, Theme, various others (i.e. character, point of view, symbolism, tone, and irony)

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*

Social Studies:
 	
   NJSLS.SOC.6.1.12.D.9.b
 	
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
	
	• edit a classic Google Site with links to short stories with attention to plot structure.
	• 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
		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
			Communication & Collaboration:
			   In the short story unit, students will be able to demonstrate a cohesive presentation of an individually chosen short story, conveying with clarity the literary devices most prominently displayed in the writer's style.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
	errors.		

Resources:

Texts/Materials:

"The Pit and the Pendulum" Edgar Allen Poe; "The Lady or the Tiger" Richard Stockton; "To Build a Fire" Jack London; "Babylon Revisited" F. Scott Fitzgerald; "The Minister's Black Veil" Nathaniel Hawthorne; "The Sheriff's Children" Charles W. Chestnutt; "A Rose for Emily" William Faulkner; "Harrison Bergeron" Kurt Vonnegut

Unit 2: Novel Study	Recommended Duration: 7 weeks

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.

Essential Questions:	Enduring Understandings:
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?	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.

Essential Questions:	Enduring Understandings:
	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:
Power Standards NJSLS.RL.11-12.1 NJSLS.RL.11-12.2 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 **Supporting Standards** **Reading** NJSLS.RL.11-12.4-6, 9 **Writing** NJSLS.W.11-12.2-3, 5-8 **Speaking/Listening** NJSLS.SL.11-12.1, 4-6 **Language**	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 inferences drawn from the text. 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).	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, 18th/19th Amendments). 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

Relevant Standards:	Learning Goals:	Learning Objectives:
NJSLS.L.11-12.4-5	5. Students will be able to draw evidence from literary texts to support analysis, reflection, or research.	meaning (i.e. 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 design a Blackout Poem that advances a theme. 13. Students will be able to compare/contrast a director's choices to those of the writer. 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 explain and defend writer's use of diction (i.e. Fitzgerald's use of the word holocaust).

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
• Novel passage-based quizzes • WordWright • Vocabulary in Context exercises • PeerMark • Grammar exercises	• Vocabulary in Context Test (texts and Latin/Greek)	• Blackout Poem (summative) • Research Paper (summative)	• 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 • Highlight key directions/concepts: Provide sample of annotated novel	Accommodations • Simplified directions • Multiple-choice format: Eliminate one possible	Accommodations • Allow retake of novel passage-based quizzes • Chunk Research Paper	Accommodations/Differentiation • 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**
passage • Preview test procedures **Modifications** • Shortened assessment: Limit required pages for Research Paper **Differentiation** • Enhanced directions • Choice of literary theory	answer • Highlight/underline key words **Modifications** • Shortened assessment: Limit required pages for Research Paper **Differentiation** • Enhanced directions • Choice of literary theory • Native language text	**Differentiations** • Choice of writing topics • Reduce number of required pages for Research Paper • Provide outline for Research Paper	time period • 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**
Accommodations • Electronic textbooks for at-home use • Additional time for assignments • Use of mnemonics • Extra visual and verbal cues and prompts **Modifications** • Alter level of text complexity • No penalty for spelling errors (if assessing writing conventions)	**Accommodations** • 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**	**Accommodations** • Audio of texts • Work-in-progress check **Differentiation** • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one writing conferences • Flexible grouping	**Accommodations/Differentiation** • Multiple texts (leveled and supplemental reading) • One-on-one writing conferences • Tiered assignments • Learning Menu/Choice Board

Differentiation	• Native language text
• Chunk texts • Provide graphic organizers as means of expression • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text)	• Alternate text **Differentiation** • Chunk texts • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text)

Unit Vocabulary:

- Latin/Greek roots 6-8
- Text

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	**Integration of Technology:** *(Note the SAMR Model elements used and how.)*	**21st Century Themes:** *(Check and explain how the connection is made.)*	**21st Century Skills:** *(Check and explain how the connection is made.)*

Social Studies:
    NJSLS.SOC.6.1.12.D.8.b
 	
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, 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.
	
	At the redefinition level, students will
	
	• be given freedom of choice of their research topic (critical theory), research sources, and creation and presentation of works cited page. Students will post their
		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
			Critical Thinking & Problem Solving:
			    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.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
	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. • 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 3: Rhetoric	Recommended Duration: 7 weeks

Unit Description:
In this unit, students will progress through U.S. seminal documents using the SOAPSTone method of analysis. Through this method, students will unearth a speaker's purpose in utilizing rhetoric, thereby discovering distinct voices that served in the progressive changes of the United States. 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:
1. How do readers construct meaning from complex texts? 2. For what purpose is rhetoric utilized? 3. How can people recognize the use of rhetoric and avoid its manipulative techniques?	1. 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. 2. 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. 3. 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:
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**	1. Students will be able to draw evidence from the text to support analysis, reflection, or research. 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 analyze and reflect (i.e. practical knowledge, historical/cultural context, and	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 define, identify, and analyze the use of literary devices to reflect a writer's style. 3. Students will be able to connect a writer's choices to his/her purpose. 4. Students will be able to closely read/analyze nonfiction texts and identify and annotate author's use of literary devices (i.e. SOAPSTone).

Relevant Standards:	Learning Goals:	Learning Objectives:
Reading NJSLS.RI.11-12.1-6 **Writing** NJSLS.W.11-12.2, 4-6 **Speaking/Listening** NJSLS.SL.11-12.1, 4-6 **Language** NJSLS.L.11-12.4-5	background knowledge) on documents of historical and literary significance for their themes, purposes, and rhetorical features.	5. Students will be able to reflect on background knowledge to identify historical occasions that give rise to the need or opportunity for persuasion. 6. Students will be able to analyze various essays, letters and speeches and compare/contrast ideas, principles and concepts represented in the texts. 7. Students will be able to compose a rhetorical analysis. 8. Students will be able to apply grammar concepts to written and verbal expression. 9. 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. 10. Students will be able to prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. 11. Students will be able to analyze the ways in which a writer's style shapes and shades his/her meaning (i.e. WordWright).

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
• SOAPSTone graphic organizers • WordWright • Vocabulary in Context exercises • PeerMark • Grammar exercises	• Vocabulary in Context Test (texts and Latin/Greek)	• Socratic Seminar (formative) • Rhetorical Analysis (summative)	Gallery Walk

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 • Highlight key directions/concepts: Provide sample of annotated nonfiction text • Preview test procedures **Modifications** • Shortened assessment: Limit required pages for rhetorical analysis **Differentiation** • Enhanced directions • Leveled texts: Choice of SOAPSTone nonfiction text • RAFT: Write and deliver a speech using the persona of the original speaker	**Accommodations** • Simplified directions • Highlight/underline key words: Provide sample of annotated nonfiction text **Modifications** • Shortened assessment: Limit required pages for rhetorical analysis **Differentiation** • Enhanced directions • Leveled texts: Choice of SOAPSTone nonfiction text • Native language text	**Accommodations** • Chunk rhetorical analysis **Differentiations** • SOAPSTone graphic organizer • Choice of writing topics • Reduce number of required pages for rhetorical analysis • Provide outline for rhetorical analysis	**Accommodations/Differentiation** • Independent study: Explore rhetorical devices and report on their uses in multiple texts • Choice of writing topics • Learning Menu/Choice Board

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**
Accommodations • Electronic textbooks for at-home use • Additional time for assignments • Use of mnemonics	**Accommodations** • Single step directions read aloud • Provide unit vocabulary flashcards: native language to English	**Accommodations** • Audio of texts • Work-in-progress check **Differentiation** • Mini-lessons/Small group instruction (specific topics for	**Accommodations/Differentiation** • Multiple texts (leveled and supplemental reading) • One-on-one writing conferences • Tiered assignments • Learning Menu/Choice Board

		specific student groups)
• Extra visual and verbal cues and prompts **Modifications** • Alter level of text complexity • No penalty for spelling errors (if assessing writing conventions) **Differentiation** • Chunk texts • Provide graphic organizers as means of expression • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text)	• Modify complex language of texts to suit readiness level • Modify writing prompts to suit readiness level • Extra visual and verbal cues and prompts **Modifications** • Native language text • Alternate text **Differentiation** • Chunk texts • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text)	• One-on-one writing conferences • Flexible grouping

Unit Vocabulary:
• Latin/Greek roots 9-11 • Texts • Literary devices as needed (i.e. extended metaphor, allusion, and juxtaposition)

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
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 Technology: • NJSLS.TECH.8.1.12.A.2 • NJSLS.TECH.8.1.12.E.1	At the redefinition level, students will • 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	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	Communication & Collaboration: In the rhetoric unit, students will be able to participate in a Socratic seminar, sharing perspectives, building upon others' viewpoints, and challenging argumentative points. Critical Thinking & Problem Solving: In the rhetoric unit, students will

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
Career Ready Practices: • CRP4 • CRP6 • CRP9 • CRP11	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 whole class example of real world grammar errors.	to complete a shared task	be able to effectively analyze and create a rhetorical analysis of a writer's claim and his/her uses of rhetoric.

Resources:

Texts/Materials:
"I Just Wanna Be Average" Mike Rose; John and Abigail Adams' Letters; "What to the Slave is the Fourth of July" and *My Bondage and My Freedom* Frederick Douglass; "Letter from Birmingham Jail" Martin Luther King, Jr.; Declaration of Independence; Iroquois Constitution; US Constitution; excerpt from *Walden* Ralph

Resources:
Waldo Emerson; "Civil Disobedience" Henry David Thoreau; Speeches on the assassination of Martin Luther King, Jr., Robert F. Kennedy; "The 'F Word'" Firoozeh Dumas

Unit 4: Drama	Recommended Duration: 7 weeks

Unit Description:
In this performance-based unit, students will research the historical context of the drama. Their research will inform their comprehension of the author's motive to expose injustice in the lives of United States citizens, bringing history to life through collaborative performance. Students will fulfill roles necessary to produce a dramatic scene. To conclude, students will discover a piece of literature (ie. novel or film, possibly global) that addresses injustice and compare the causes and effects of the injustice upon the characters.

Essential Questions:	Enduring Understandings:
1. How is historic, cultural, economic, religious, or an ethical aspect of a society reflected in a drama? 2. How does drama differ from other literary genres? 3. How does modern drama differ from earlier drama (ie. Shakespeare)?	1. As the short story or novel reflects an author's experience, a drama also reveals the influence of historical context on an author's work. For instance, in *The Crucible*, Arthur Miller utilizes the drama as a vehicle to expose the deleterious effects of corruption and prejudice through the hysteria of the Red Scare and the Salem Witch Trials. 2. Although similar structure and craft, a novel and a drama differ in their presentations. A novel is a solitary, bilateral experience between the author and reader. However, a drama is a shared experience often involving a multitude of professionals (i.e. directors, technicians, actors, costumers, set designers) to produce one cohesive vision in a performance of dialogue. 3. Interestingly, the similarities greatly outweigh the contrasts. The human condition is constant. The differences of a modern drama are simply that certain technologies (i.e. cars or guns) exist.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power Standards NJSLS.RL.11-12.1 NJSLS.RL.11-12.2 NJSLS.RL.11-12.3 NJSLS.W.11-12.1	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 inferences drawn from the text.	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 research the Red Scare and McCarthyism. 3. Students will be able to demonstrate an understanding of history's influence on drama.

Relevant Standards:	Learning Goals:	Learning Objectives:
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** **Reading** NJSLS.RL.11-12.4-5,7,9 **Writing** NJSLS.W.11-12.2, 4-6, 8 **Speaking/Listening** NJSLS.SL.11-12.1, 4-6 **Language** NJSLS.L.11-12.4-5	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 drama (i.e. where a story is set, how the action is ordered, how the characters are introduced and developed).	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. 6. Students will be able to discuss how dialogue develops character and conflict. 7. Students will be able to view scenes that reflect specific characterization, dialogue, and conflict to make comparisons between a screenplay and a script. 8. Students will be able to identify and analyze examples of verbal irony, situational irony, and dramatic irony. 9. Students will be able to, in groups, read and perform scenes from the play to gain understanding and appreciation of stage direction. 10. Students will be able to create a scene that extends the plot or further develops the characters' motivations (i.e. Abigail's departure from Salem). 11. Students will be able to compose an essay comparing parallels of injustice. 12. Students will be able to apply grammar concepts to written and verbal expression. 13. 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. 14. Students will be able to prove comprehension of Latin/Greek roots through sentence completion and passage-based reading.

Relevant Standards:	Learning Goals:	Learning Objectives:
		15. Students will be able to analyze the ways in which a writer's style shapes and shades his/her meaning (i.e. WordWright).

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
• Drama passage-based quizzes • WordWright • Vocabulary in Context exercises • PeerMark • Grammar exercises	• Vocabulary in Context Test (texts and Latin/Greek)	• Scene performances (summative) • Scene creation (summative) • Comparison Essay (summative)	• 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 • Provide study guides prior to assessment • Preview test procedures **Modifications** • Shortened assessment: Limit required pages for comparison essay **Differentiation** • Choice of comparison text • Enhanced directions • Audio of text	**Accommodations** • Simplified directions • Multiple-choice format: Eliminate one possible answer • Highlight/underline key words **Modifications** • Shortened assessment: Limit required pages for comparison essay **Differentiation** • Choice of comparison text • Enhanced directions • Native language text • Audio of text	**Accommodations** • Allow retake of drama passage-based quizzes • Chunk comparison essay **Differentiation** • Choice of comparison text • Reduce number of required pages for comparison essay • Provide outline for comparison essay	**Accommodations/Differentiation** • Independent study: Create a scene that extends the plot or further develops the characters' motivations (i.e. Abigail's departure from Salem). • Choice of comparison text • Learning Menu/Choice Board

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
Accommodations - Electronic textbooks for at-home use - Additional time for assignments - Use of mnemonics - Extra visual and verbal cues and prompts **Modifications** - Alter level of text complexity - No penalty for spelling errors (if assessing writing conventions) **Differentiation** - Chunk texts - Provide graphic organizers as means of expression - Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text)	**Accommodations** - 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** - Native language text - Alternate text **Differentiation** - Chunk texts - Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text)	**Accommodations** - Audio of texts - Work-in-progress check **Differentiation** - Mini-lessons/Small group instruction (specific topics for specific student groups) - One-on-one writing conferences - Flexible grouping	**Accommodations/Differentiation** - Multiple texts (leveled and supplemental reading) - One-on-one writing conferences - Tiered assignments - Learning Menu/Choice Board

Unit Vocabulary:
- Latin/Greek roots 12-14
- 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.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
Social Studies: • NJSLS.SOC.6.1.12.A.1.a • NJSLS.SOC.6.1.12.A.1.b 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: *The Crucible* Arthur Miller; *A Raisin in the Sun* Lorraine Hansberry

Unit 5: Poetry	Recommended Duration: 7 weeks

Unit Description:
In this response-based unit, students will reflect on their impressions of the spoken word and analyze poetry through the use of a journal. Students will refine their annotation skills as they deconstruct poems written by celebrated American poets. Through small- and whole-group discussions, students will share their responses to spoken word performances. Then, students will compose a poem for an individual reader or a classroom audience.

Essential Questions:	Enduring Understandings:
1. In what ways do writers convey meaning differently through poetry as compared to other genres? 2. What is the difference between the speaker in the poem and the poet? 3. What strategies can we use to understand poetry? 4. How does performance affect the meaning of the written word in a poem?	1. In comparison to other genres, writers pay more attention to concision, as well as the structure of ideas and images. Poets place more emphasis on the omission of words rather than the inclusion of superfluous details. Poets craft their poems with intentional care to every syllable and word to line length and, sometimes, typography. Although some poems of considerable length exist, such as Homer's *The Odyssey* or Ginsberg's "Howl" or Eliot's "The Wasteland," poets focus on rhythm, eliciting a musicality not necessarily present in prose. 2. For some poets, as with novelists, the poem's speaker is a persona rather than a deliberate representation of the creator. However, for many poets, the poem's voice is theirs, reflected in their shared life experiences. It is a voice more apt to transparent vulnerability than disguised solidarity with one's audience. 3. Poetry is best understood through close reading and annotation skills. Deconstructing a poem to its individual stanzas, defining unknown vocabulary, deciphering figurative language, or paraphrasing each line, allows the reader to comprehend the message the poet wishes to impart. 4. Just as a drama engages the audience in a shared sensory experience, the spoken word elicits a more powerfully shared response with an audience than a solitary reading of the written word.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power Standards NJSLS.RL.11-12.2 NJSLS.RL.11-12.4 NJSLS.RL.11-12.5 NJSLS.W.11-12.9 NJSLSA.SL.11-12.2 NJSLS.L.11-12.1 NJSLS.L.11-12.2 NJSLS.L.11-12.3 NJSLS.L.11-12.6 **Supporting Standards** **Reading** NJSLS.RL.11-12.7 **Writing** NJSLS.W.11-12.1, 4-6 **Speaking/Listening** NJSLS.SL.11-12.1, 6 **Language** NJSLS.L.11-12.4-5	1. Students will be able to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 2. Students will be able to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or stanza) relate to each other and the whole. 3. Students will be able to integrate and evaluate information presented in diverse media and formats, including visual and oral written and performance poetry.	1. Students will be able to view and respond (ie. speaker's use of diction, imagery, tone, and body language) to a series of spoken word poems. 2. Students will be able to define, identify, and analyze a poet's use of literary devices to advance theme. 3. Students will be able to identify vocabulary words found in the text and apply the words in context. 4. Students will be able to apply grammar concepts to written and verbal expression. 5. Students will be able to prove comprehension of Latin/Greek roots through sentence completion and passage-based reading. 6. Students will be able to analyze the ways in which a writer's style shapes and shades his/her meaning (i.e. WordWright). 7. Students will be able to utilize literary devices and varying degrees of typography to create a poem. 8. Students will be able to utilize literary devices, create and recite/perform an original poem.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
• Poetry Journal • WordWright • Vocabulary in Context exercises • PeerMark • Grammar exercises	• Poetry Journal • Vocabulary in Context Test (texts and Latin/Greek)	Original poem	• Small and whole group discussion • Independent analyses

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 • Highlight key directions/concepts: Provide sample of annotated poem **Modifications** • Shortened assessment: Limit required pages for Poetry Journal **Differentiation** • Allow choice of American poems for Poetry Journal independent analyses • Enhanced directions • Audio/spoken word poetry	**Accommodations** • Highlight key directions/concepts: Provide sample of annotated poem **Modifications** • Shortened assessment: Limit required pages for Poetry Journal **Differentiation** • Allow choice of American poems for Poetry Journal independent analyses • Enhanced directions • Audio/spoken word poetry	**Accommodations** • Highlight key directions/concepts: Provide sample of annotated poem **Differentiation** • Allow choice of American poems for Poetry Journal independent analyses • Enhanced directions • Audio/spoken word poetry	**Accommodations/Differentiation** • Independent study: Choose one American poet and explore the craft and style • Choice of American poems for Poetry Journal independent analyses • Learning Menu/Choice Board

Instructional Strategies: *(List and describe.)*
Poetry Journal, organized by subject matter and theme, provides a visual reflection tool and is used in the creation of an original poem.

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 • Electronic textbooks for at-home use • Additional time for assignments • Use of mnemonics • Extra visual and verbal cues and prompts **Modifications** • Alter level of text complexity • No penalty for spelling errors	**Accommodations** • 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	**Accommodations** • Audio of texts • Work-in-progress check **Differentiation** • Mini-lessons/Small group instruction (specific topics for specific student groups) • One-on-one writing conferences • Flexible grouping	**Accommodations/Differentiation** • Multiple texts (leveled and supplemental reading) • One-on-one writing conferences • Tiered assignments • Learning Menu/Choice Board

(if assessing writing conventions) **Differentiation** • Chunk texts • Provide graphic organizers as means of expression • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text)	and prompts **Modifications** • Native language text • Alternate text **Differentiation** • Chunk texts • Provide student with a specific close reading focus (eg. identifying patterns/repetition in the text)		

Unit Vocabulary:

- Latin/Greek roots 15-17
- Text
- Literary devices as needed (ie. assonance, inversion, and diction)

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
Visual and Performing Arts: • NJSLS.VPA.1.4.12.A.4 • NJSLS.VPA.1.4.12.B.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 work in a group to create a Google presentation that curates examples of similar uses of imagery and figures of speech in different types of poetry. Students provide a link to the new texts, and an explanation of how the imagery is being used. Students then post their presentation to Google Classroom and the class participates in a virtual gallery walk. Students will select two other poems/poets and write a response on Google Classroom	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 poetry unit, students will be able to demonstrate originality and inventiveness in the creation of an original poem, in some cases sharing their work with others in a public forum.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
	discussion board that compares and contrasts their poet to the two others they have chosen. Students will defend why their poet is the best representation of the assigned literary trend, eg. Modernism.		

Resources:

Texts/Materials:

Clip from *Dead Poets Society*; Apple iPad Air commercial (2017); "On the Pulse of Morning" Maya Angelou; "Somewhere in America" Get Lit organization; "American Dream" G. Yamazawa, Pages Matem, Clint Smith, Roscoe Burnems; "Voices" Sha'Condria Sibley; "To the Boys Who May One Day Date My Daughter" Jesse Parent; "OCD" Neil Hilbron; "To This Day" Shane Koyczan; "Say No" Olivia Gatwood and Megan Falley; "Knock Knock" Daniel Beaty; "Hands", "For My Daughter" and "B" Sarah Kay; "When Love Arrives" Sarah Kay and Phil Kaye; "Dear Future Generations: Sorry" Prince Ea; "Spelling Father" Marshall Davis Jones; "Marginalia" Billy Collins; "O Me! O Life! Walt Whitman; "America" Claude McKay; "Kindness" Naomi Shihab Nye; "The Road Not Taken" Robert Frost; "The Author to Her Book" Anne Bradstreet