

## Contemporary Studies Curriculum updated Summer 2024

### Grade 11: Contemporary Studies

#### Black Horse Pike Regional School District English Language Arts Curriculum

[Grading Policy \(link\)](#)

#### COURSE SYLLABUS





##### Prerequisite:

- 12th-grade students looking to separate themselves from a traditional English class and are interested in studying other cultures. Preferred 80% or better in Studies or Accelerated level 8 College Prep (ELA and History) AND teacher recommendation
- Students who passed AP Language

##### Overall Course Description:

The third year of the "Studies" program is the equivalent of five credits of English IV Accelerated. The emphasis of the course is how history and important events shape contemporary texts and issues. Much like American and Western Studies, Contemporary Studies consists of thematic units explored through debating topics, researching and problem-solving with a group, and evaluating and presenting research. Building on knowledge from prior courses, we will look at more of a sociological aspect of how context affects text, recording common people from different cultures. This course will be taught cooperatively by one English teacher and one Social Studies teacher to provide integrated study. Requirements include summer reading, a research paper, and independent reading throughout the year.

| Units                                 | Timeframe   | Focus Standards:  |   |
|---------------------------------------|---|---|---|
| <a href="#"><u>Unit 1:</u></a> Africa | Approximately 10 weeks (September - mid November) | <u>Reading</u><br>RI.CR.11-12.1<br>RI.CR.11-12.1<br>RL.CI.11-12.2<br>RI.CI.11-12.2<br>RL.IT.11-12.3<br>RI.PP.11-12.5<br>RL.MF.11-12.6<br>RI.MF.11-12.6<br>RL.CT.11-12.8<br>RI.CT.11-12.8<br>RL.TS.11-12.4 | <u>Speaking &amp; Listening</u><br>SL.PE.11-12.1<br><br><u>Language</u><br>LVI.11-12.1. |

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|                              |   | <u>Writing</u><br>W.NW.11-12.3<br>W.WP.11-12.4<br>W.AW.11-12.1.<br>W.SE.11-12.5   |   |
| <u>Unit 2:</u> Middle East   | Approximately 10 weeks (mid November - January) | <u>Reading</u><br>RL.CR.11-12.1<br>RI.CR.11-12.1<br>RL.TS.11-12.4<br>RL.MF.11-12.6<br>RI.MF.11-12.6<br>RL.CT.11-12.8<br>RI.CT.11-12.8 <br><u>Writing</u><br>W.AW.11-12.1<br>W.SE.11-12.6   | <u>Speaking and Listening</u><br>SL.II.11-12.2.<br>SL.ES.11-12.3<br><br><u>Language</u><br>L.VL.11-12.3<br>L.VI.11-12.4   |
| <u>Unit 3:</u> South America | Approximately 10 weeks (February - March)       | <u>Reading</u><br>RL.TS.11-12.4<br>RI.PP.11-12.5<br>RL.MF.11-12.6<br>RI.MF.11-12.6<br>RI.AA.11-12.7<br>RL.CT.11-12.8<br>RI.CT.11-12.8 <br><u>Writing</u><br>W.IW.11-12.2<br>W.WR.11-12.5 <br>W.SE.11-12.6<br>W.RW.11-12.7 | <u>Speaking and Listening</u><br>SL.PI.11-12.4<br>SLUM.11-12.5 <br><br><u>Language</u><br>L.KL.11-12.2 |
| <u>Unit 4:</u> Asia          | Approximately 10 weeks (April - June)           | <u>Reading</u><br>RL.CI.11-12.2<br>RI.CI.11-12.2<br>RL.IT.11-12.3<br>RI.TS.11-12.4<br>RI.PP.11-12.5<br>RI.MF.11-12.6<br>RI.CT.11-12.8<br><br><u>Writing</u><br>W.AW.11-12.1<br>W.NW.11-12.3   | <u>Speaking and Listening</u><br>SL.II.11-12.2.<br>SL.AS.11-12.6<br><br><u>Language</u><br>L.KL.11-12.2<br>L.VI.11-12.4   |

## Unit 1: Africa

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| Timeframe  | 10 weeks   |
| Unit 1 Overview  | This unit addresses the effects of the fall of Imperialism and the ensuing paradigm shift in collective worldview that followed. The political and cultural upheaval is represented in a variety of literary venues. This unit addresses the upheaval of the 20th century and its roots in centuries old ideology examining how particular character traits create particular kinds of leaders. In addition, this unit explores the conflicts that arise when suppressed cultures regain prominence.   |
| <b>Essential Questions:</b><br><br>These establish inquiry to align the unit's assignments and assessments | <ul style="list-style-type: none"> <li>● What are politics?</li> <li>● How does a culture's history serve as a springboard for defining a culture's modernity?</li> <li>● How are a culture's traditions and values affected by the parameters of Imperialism?</li> <li>● Can politics be separated from morality?</li> <li>● How does context dictate point of view?</li> </ul>   |
| Assessment   | <p><a href="#">Summative/Performance Assessments Plan</a></p> <p><b>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</b></p> <ol style="list-style-type: none"> <li>1. <u>Writing: College Essay/Personal Narrative:</u> Students will compose an essay that cannot exceed 650 words. The requirements of this essay have been established from the CommonApp. In general, students will reflect on themselves and their experiences to create a detailed essay expressing their core beliefs.</li> <li>2. <u>Theme Analysis Project:</u> Students will select a theme present in the class novel and their summer reading. Within this theme, students will then create a presentation that analyzes the connection between the theme and a character of their choosing. Students will also create meaningful real world connections that can then connect to their own lives. Students will be synthesizing a multitude of outside sources as well to create a comprehensive analysis. Socratic Seminar will also be considered in their complete grade.</li> </ol> <p><b>MINOR ASSESSMENTS:</b> These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> <li>1. Quizzes</li> <li>2. Socratic Seminar</li> <li>3. Presentations</li> <li>4. Reading Checks</li> <li>5. Summer Reading (5%)</li> </ol> <p><b>PREPARATION/PROGRESS/PARTICIPATION:</b> These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.</p> |
| <b>Learning Targets</b><br><br>These establish objectives to unify the unit's essential                    | <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. SWBAT analyze how a text's structure impacts its interpretation.</li> </ol>  |

- *Essential Question: How does a text's structure impact its interpretation?*
- 2. SWBAT examine how archetypes are relevant to understanding both other cultures and our own.
  - *Essential Question: How are archetypes relevant in understanding other cultures and our own?*
- 3. SWBAT identify common themes and values across different cultures.
  - *Essential Question: What themes and values are common to all cultures?*
- 4. SWBAT analyze how a theme permeates a culture's body of literature.
  - *Essential Question: How does a theme permeate a culture's body of literature?*
- 5. SWBAT explain how an author uses symbols throughout a text to enhance meaning.
  - *Essential Question: How does an author use symbols throughout a text?*
- 6. SWBAT evaluate how point of view impacts tone and conflict in a text.
  - *Essential Question: How does point of view impact tone and conflict in a text?*

### Writing

- 1. SWBAT explain how annotations are essential to writing literary analysis.
  - *Essential Question: How are annotations essential to writing literary analysis?*
- 2. SWBAT structure an analysis to best support a thesis.
  - *Essential Question: How can one best structure an analysis to support a thesis?*
- 3. SWBAT use evidence effectively to support a thesis in literary analysis.
  - *Essential Question: How is evidence used to support a thesis?*
- 4. SWBAT incorporate style and rhetoric to enhance analytical writing.
  - *Essential Question: How does style and rhetoric enhance analytical writing?*

### Speaking and Listening

- 1. SWBAT demonstrate how active listening enhances communication.
  - *Essential Question: How does active listening enhance communication?*
- 2. SWBAT engage in peer discussions to enhance learning.
  - *Essential Question: How do peer discussions enhance learning?*
- 3. SWBAT adjust communication strategies based on their audience.
  - *Essential Question: How can your audience affect your communication process?*
- 4. SWBAT explain how communicating is an active process.
  - *Essential Question: How is communicating an active process?*

### Language

- 1. SWBAT analyze the importance of word choice in effective communication.
  - *Essential Question: What is the importance of word choice?*
- 2. SWBAT apply grammar rules to communicate effectively.
  - *Essential Question: Why is grammar essential to communicating effectively?*
- 3. SWBAT evaluate how grammar affects meaning in written and spoken language.
  - *Essential Question: How does grammar affect meaning?*

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| Vocabulary                                | <p><b>Discipline-specific vocabulary used throughout the unit:</b></p> <ol style="list-style-type: none"> <li>1. Archetype</li> <li>2. Bias</li> <li>3. Paradigm shift</li> <li>4. Motif</li> <li>5. Myth</li> <li>6. Origin Story</li> </ol>   | <p><b>Content-specific vocabulary students may learn during reading:</b></p> <ol style="list-style-type: none"> <li>1. Aperture</li> <li>2. Ardent</li> <li>3. Banal</li> <li>4. Behemoth</li> <li>5. Bucolic</li> <li>6. Cavort</li> <li>7. Charlatan</li> <li>8. Cognizant</li> <li>9. Convivial</li> <li>10. Credence</li> <li>11. Defunct</li> <li>12. Deign</li> <li>13. Devious</li> <li>14. Ebullient</li> <li>15. Eclectic</li> <li>16. Embellish</li> <li>17. Engender</li> <li>18. Ephemeral</li> <li>19. Epicurean</li> <li>20. Ethereal</li> <li>21. Fatuous</li> <li>22. Felicitous</li> <li>23. Fetish</li> <li>24. Foible</li> <li>25. Genesis</li> <li>26. Ghoulish</li> <li>27. Glean</li> <li>28. Gregarious</li> <li>29. Hallow</li> <li>30. Illusory</li> <li>31. Impeccable</li> <li>32. Inane</li> <li>33. Iniquity/Iniquitous</li> <li>34. Innate</li> <li>35. Insatiable</li> <li>36. Inviolable</li> <li>37. Jocular</li> <li>38. Litany</li> <li>39. Macabre</li> <li>40. Manifest</li> </ol> | <ol style="list-style-type: none"> <li>41. Misanthrope</li> <li>42. Mundane</li> <li>43. Murky</li> <li>44. Nefarious</li> <li>45. Neophyte</li> <li>46. Obsequious</li> <li>47. Omnipresent</li> <li>48. Onerous</li> <li>49. Pedantry</li> <li>50. Penitent</li> <li>51. Primordial</li> <li>52. Progeny</li> <li>53. Refulgent</li> <li>54. Rife</li> <li>55. Rudiments</li> <li>56. Stratagem</li> <li>57. Sumptuous</li> <li>58. Taciturn</li> <li>59. Tyro</li> <li>60. Visionary</li> </ol> <p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.</p> |
| Tier 1 Strategies to benefit all learners | <ol style="list-style-type: none"> <li>1. Explicit Instruction: Clear, direct teaching of skills and concepts.</li> <li>2. Modeling and demonstrating reading and writing strategies.</li> <li>3. Using "think-aloud" techniques to show thought processes during reading and writing.</li> <li>4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.</li> <li>5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).</li> <li>6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.</li> </ol> |   |  |

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|  | <ol style="list-style-type: none"> <li>7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.</li> <li>8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.</li> <li>9. Providing timely and constructive feedback on student work.</li> <li>10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</li> <li>11. Encouraging independent reading and providing time for sustained silent reading (SSR).</li> <li>12. Writing Supports: Using graphic organizers to help students plan and structure their writing.</li> <li>13. Implementing a writing process approach, including drafting, revising, editing, and publishing.</li> <li>14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</li> <li>15. Using word walls, flashcards, and vocabulary games to reinforce new words.</li> <li>16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</li> <li>17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</li> <li>18. Building a classroom culture that encourages risk-taking, collaboration, and respect.</li> <li>19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.</li> <li>20. Incorporating digital literacy skills into the curriculum.</li> <li>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</li> </ol> |
| Resources  | <p><b>Novels</b> – <i>Things Fall Apart</i> by Chinua Achebe (Nigeria), <i>The Stranger</i></p> <p><b>Supplemental nonfiction</b> – “<a href="#">An Image of Africa</a>” by Chinua Achebe, <i>The Prince</i>, excerpts from <i>Evian Agreements</i></p> <p><b>Short stories</b> - Stories from Chimamanda Adiche’s <i>The Thing Around Your Neck</i> (Nigeria), “<a href="#">Half a Day</a>” by Naguib Maufouz (Egypt), <i>Heinemann Book of Contemporary African Short Stories</i></p> <p><b>Poetry</b> – Warsan Shire, Wilfred Owen, Yusef Komunyakaa, Billy Collins, Safia Elhillo, excerpts from <i>Richard III</i>, <i>The Penguin Book of Modern African Poetry</i></p> <p><b>Multimedia Texts &amp; Interdisciplinary Connections</b> - African fashion and textile art, <i>Black Panther</i>, <i>Looking for Richard</i>, <i>Lemonade</i> visual album by Beyonce Knowles, TED Radio Hour “<a href="#">The Person You Become</a>”, “<a href="#">Change Your Channel</a>” TED Talk by Malence Bart Williams on Africa’s resources, <a href="#">images from University of Cairo</a>, “<a href="#">The Danger of a Single Story</a>” TED Talk by Chimamanda Adiche, “<a href="#">Free But Not Free</a>” <a href="#">Zimbabwe’s Amateur Filmmakers Turn a Lens on Their Country</a>”</p> <p><b>Additional Resources:</b> <a href="#">Africa: Music, Poetry, Fashion, Textiles</a></p> <p>Supplementary resources relative to context or themes in the short stories:</p> <p><a href="#">NYTimes</a></p> <p><a href="#">Common Lit</a></p>   |
| Standards<br><br>English Language Arts:<br><a href="#">11-12 ELA Standards</a> | <p><b>Reading</b></p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p>  |

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|  | <p>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).</p> <p>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</p> <p>RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p> <p><u>Writing</u></p> <p>W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p><u>Speaking and Listening</u></p> <p>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><u>Language</u></p> <p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> |
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|  | <p>L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>   |
| <p><b>Interdisciplinary Connections &amp; Standards</b></p> <p><b>Visual and Performing Arts:</b><br/><a href="#">Standards</a></p> <p><b>Social Studies/History:</b><br/><a href="#">Standards</a></p> <p><b>21st Century Skills, Technology, Career Education:</b><br/><a href="#">Standards</a></p> | <p><b>Social Studies/History:</b></p> <ul style="list-style-type: none"> <li>6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history.</li> </ul> <p><b>Visual and Performing Arts:</b></p> <ul style="list-style-type: none"> <li>1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work</li> </ul> <p><b>21st Century Skills, Technology, Career Education:</b></p> <ul style="list-style-type: none"> <li>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</li> <li>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).</li> <li>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</li> </ul> |
| <p><b>Accommodations &amp; Modifications</b></p>   | <p><b><u>Accommodations and Modifications</u></b></p> <p><b><u>Gifted and Talented</u></b></p> <ul style="list-style-type: none"> <li>Provide supplementary or lengthier texts with higher-level questions</li> <li>Provide enrichment activities</li> <li>Use inquiry-based practices and allow student opportunities to conduct additional research</li> <li>Provide assessment or assignment choices that require more detail and deeper understanding</li> <li>Provide additional questions that prompt extensions of understanding</li> <li>Require research for projects in a specified format</li> <li>Provide assessment choices that require more detail and deeper understanding</li> </ul> <p><a href="#">Special Education Accomodations/Modifications</a></p> <p><a href="#">504 Accommodations/Modifications</a></p> <p><a href="#">MLL Accomodations/Modifications</a></p>  |

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| <b>Timeframe</b>  | 10 weeks   |
| <b>Unit 2 Overview</b>  | This unit addresses the origins of contemporary culture and archetypes that are present in modern life/literature. Students will form an understanding of the genesis of cultural archetypes and attitudes, and how these develop within a cultural context, sometimes creating conflicts represented in arts and literature. The unit focuses on how cultures express values and ideology through art, whether it be visual, auditory, written, or culinary. Students will examine the effect of context on moral development of characters and self through readings and analytical narrative writing.   |
| <b>Essential Questions:</b><br><br>These establish inquiry to align the unit's assignments and assessments                                      | <ul style="list-style-type: none"> <li>● Why is it important to study marginalized cultures?</li> <li>● How do foundational paradigm shifts ripple contemporary culture?</li> <li>● How is ideology affected by the context of a society?</li> <li>● How is deification different in Eastern and Western cultures?</li> <li>● How does theology/philosophy function as a justifier that manifests as a value system?</li> <li>● How have world religious beliefs and practices influenced the development of history, culture, and society?</li> <li>● How do social issues develop in our contemporary world?</li> <li>● How can people positively affect social issues in order to ignite change?</li> </ul>   |
| <b>Assessment</b>   | <p><a href="#">Summative/Performance Assessments Plan</a></p> <p><b>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</b></p> <ol style="list-style-type: none"> <li>1. Writing Workshop (20%) : Literary Analysis             <ol style="list-style-type: none"> <li>a. SWBAT evaluate and interpret the effects of conflict on characters and themes in various literary works, using annotated close reading to support their analysis with text evidence.</li> <li>b. SWBAT construct a well-organized literary analysis essay that explores the development of archetypes and the influence of conflict on individual and societal levels and integrate source evaluation and planning methods effectively.</li> </ol> </li> <li>2. <b>Real World - Literature Project:</b> Students will examine current events currently occurring in similar areas of the book. Students will complete a comprehensive study of such events and create connections to the book. Once made, students will create a means of conveying their findings to the class (Google Slides, Video, Canva... etc.).</li> </ol> <p><b>MINOR ASSESSMENTS:</b> These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> <li>1. Quizzes</li> <li>2. Socratic Seminar</li> <li>3. Presentations</li> <li>4. Reading Checks</li> </ol> <p><b>PREPARATION/PROGRESS/PARTICIPATION:</b> These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.</p> |
| <b>Learning Targets</b><br><br>These establish objectives to unify the unit's essential questions and assessment targets connected to standards | <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. SWBAT analyze the influence of social context on marginalized cultures.             <ul style="list-style-type: none"> <li>○ <i>Essential Question: Why is it important to study marginalized cultures?</i></li> </ul> </li> <li>2. SWBAT evaluate how geography influences religious and political differences.             <ul style="list-style-type: none"> <li>○ <i>Essential Question: How does geography influence religious and political differences?</i></li> </ul> </li> <li>3. SWBAT explain the relationship between religion and language.</li> </ol>  |

- *Essential Question: How are religion and language related?*
- 4. SWBAT assess how religious beliefs affect economic, political, and social institutions, as well as the arts, language, and literature.
  - *Essential Question: What are the effects of religion in relation to economic, political, and social institutions, as well as in relation to the arts, language, and literature?*
- 5. SWBAT determine how point of view creates conflict and change.
  - *Essential Question: How does point of view create conflict and change?*

#### Writing

1. SWBAT express personal experiences through writing to communicate universal lessons.
  - *Essential Question: How do I express a specific event and create a universal lesson?*
2. SWBAT analyze how personal context affects individual identity.
  - *Essential Question: How does my personal context affect my identity?*
3. SWBAT communicate specific events in a way that conveys a broader, universal theme.
  - *Essential Question: How do I express a specific event and create a universal lesson?*
4. SWBAT utilize diction effectively in argumentation.
  - *Essential Question: How does diction aid in argumentation?*
5. SWBAT demonstrate the ability to revise personal ideologies through peer discussions and reflections.
  - *Essential Question: How can a person refine one's own opinion, values, and personal ideologies through peer discussion?*

#### Speaking and Listening

1. SWBAT validate the opinions of others during discussions, even when disagreeing.
  - *Essential Question: How do I validate the opinions of those with whom I disagree?*
2. SWBAT refine personal opinions and values through peer discussion and feedback.
  - *Essential Question: How can a person refine one's own opinion, values, and personal ideologies through peer discussion?*
3. SWBAT explain how discussing ideology or philosophy leads to a better understanding of culture.
  - *Essential Question: How does discussing ideology/philosophy provide listeners with a better understanding of a culture?*
4. SWBAT recognize the role of point of view in creating conflict and fostering change.
  - *Essential Question: How does point of view create conflict and change?*
5. SWBAT engage in polite adult conversation, balancing differing ideologies respectfully.
  - *Essential Question: What is polite adult conversation?*

#### Language

1. SWBAT differentiate between academic language and colloquial language.
  - *Essential Question: How do academic language and colloquial language differ? What are the appropriate settings for each?*
2. SWBAT identify appropriate contexts for the use of academic vs. colloquial language.
  - *Essential Question: How do academic language and colloquial language differ? What are the appropriate settings for each?*
3. SWBAT analyze how language choices contribute to effective communication in various settings.
  - *Essential Question: How do academic language and colloquial language differ? What are the appropriate settings for each?*

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|            | <p><i>each?</i></p> <p>4. SWBAT explore the relationship between religion and language within different cultures.</p> <ul style="list-style-type: none"> <li>○ <i>Essential Question: How are religion and language related?</i></li> </ul>     |  |   |
| Vocabulary | <p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>1. Archetype</li> <li>2. Diction</li> <li>3. Hero</li> <li>4. Irony</li> <li>5. Nuance</li> <li>6. Rhetoric</li> <li>7. Style</li> </ol> | <p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>1. Acclamation</li> <li>2. Accost</li> <li>3. Acquisitive</li> <li>4. Affront</li> <li>5. Allay</li> <li>6. Arrant</li> <li>7. Arrogate</li> <li>8. Askance</li> <li>9. Avarice</li> <li>10. Avid</li> <li>11. Bastion</li> <li>12. Benign</li> <li>13. Bestial</li> <li>14. Blandishment</li> <li>15. Carping</li> <li>16. Celerity</li> <li>17. Chicanery</li> <li>18. Collusion</li> <li>19. Concord</li> <li>20. Coup</li> <li>21. Decimate</li> <li>22. Decry</li> <li>23. Depraved</li> <li>24. Diminution</li> <li>25. Disarray</li> <li>26. Discomfit</li> <li>27. Distraught</li> <li>28. Effigy</li> <li>29. Effrontery</li> <li>30. Eulogy</li> <li>31. Evince</li> <li>32. Exacerbate</li> <li>33. Exhume</li> <li>34. Feckless</li> <li>35. Frenetic</li> <li>36. Furtive</li> <li>37. Garish</li> </ol> | <ol style="list-style-type: none"> <li>41. Invidious</li> <li>42. Machination</li> <li>43. Maelstrom</li> <li>44. Mandate</li> <li>45. Moratorium</li> <li>46. Moribund</li> <li>47. Nettle</li> <li>48. Obstinate</li> <li>49. Pejorative</li> <li>50. Pillory</li> <li>51. Plaintive</li> <li>52. Raze</li> <li>53. Reconnaissance</li> <li>54. Sacrilege</li> <li>55. Slough</li> <li>56. Suppliant</li> <li>57. Surveillance</li> <li>58. Testy</li> <li>59. Utopian</li> <li>60. Vituperative</li> </ol> <p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.</p> |

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|   |  | 38. Incendiary<br>39. Incongruous<br>40. Intransigent |  |
| Tier 1 Strategies to benefit all learners                     | <ol style="list-style-type: none"> <li>1. Explicit Instruction: Clear, direct teaching of skills and concepts.</li> <li>2. Modeling and demonstrating reading and writing strategies.</li> <li>3. Using "think-aloud" techniques to show thought processes during reading and writing.</li> <li>4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.</li> <li>5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).</li> <li>6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.</li> <li>7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.</li> <li>8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.</li> <li>9. Providing timely and constructive feedback on student work.</li> <li>10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</li> <li>11. Encouraging independent reading and providing time for sustained silent reading (SSR).</li> <li>12. Writing Supports: Using graphic organizers to help students plan and structure their writing.</li> <li>13. Implementing a writing process approach, including drafting, revising, editing, and publishing.</li> <li>14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</li> <li>15. Using word walls, flashcards, and vocabulary games to reinforce new words.</li> <li>16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</li> <li>17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</li> <li>18. Building a classroom culture that encourages risk-taking, collaboration, and respect.</li> <li>19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.</li> <li>20. Incorporating digital literacy skills into the curriculum.</li> <li>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</li> </ol> |   |  |
| Resources   | <p><b>Novels:</b> <i>Barabbas</i>, <i>The Stranger</i>, <i>Persepolis</i>, <i>V for Vendetta</i></p> <p><b>Supplemental short texts:</b> <a href="#">World Religions Packet</a>, <a href="#">Three Abrahamic Religions</a>, <a href="#">"I Stayed in Iran"</a></p> <p><b>Multimedia Texts:</b> <a href="#">Faith vs. Tradition</a>; <a href="#">Common Ground</a>; <a href="#">Protestant reformation</a>, <a href="#">"Fascinating Photos Reveal Life in Iran Before the Revolution"</a>, <i>A Serious Man</i> (film), <i>Tree of Life</i> (film)</p> <p><b>Independent Reading options:</b> <i>The Kite Runner</i>; <i>The History of the World in 10 ½ Chapters</i>; <i>The Red Tent</i>; <i>Go Tell It on the Mountain</i>; <i>The God of Small Things</i>; <i>The Lion, The Witch and The Wardrobe</i>; <i>Reading Lolita in Tehran</i></p> <p><b>Mentor Texts:</b> <a href="#">"Essays that Worked"</a> and <a href="#">Common Application essays</a></p> <p><b>Other Resources:</b> <a href="#">Persepolis &amp; V for Vendetta Socratic Seminar</a>, <a href="#">Persepolis Socratic Seminar Prep Packet</a>,<br/> Supplementary resources relative to context or themes in the short stories:<br/> <a href="#">NYTimes</a><br/> <a href="#">Common Lit</a><br/> <a href="#">Actively Learn</a></p>  |   |  |
| Standards   | <p><b>Reading</b><br/> RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.<br/> RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.<br/> RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective</p>  |   |  |
| English Language Arts:<br><a href="#">11-12 ELA Standards</a> |  |   |  |

summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

**RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).**

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

**RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.**

**RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history**

and texts proposing scientific or technical advancements. 

#### Writing

**W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).**

#### Speaking and Listening

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

**SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

#### Language

**L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.


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|  | <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>LVL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b></p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>LVI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</b></p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful</p> |
| <p><b>Interdisciplinary Connections &amp; Standards</b></p> <p><b>Visual and Performing Arts:</b><br/><a href="#">Standards</a></p> <p><b>Social Studies/History:</b><br/><a href="#">Standards</a></p> <p><b>21st Century Skills, Technology, Career Education:</b><br/><a href="#">Standards</a></p> | <p><b>Social Studies/History:</b></p> <ul style="list-style-type: none"> <li>6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history.</li> </ul> <p><b>Visual and Performing Arts:</b></p> <ul style="list-style-type: none"> <li>1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.</li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills:</b></p> <ul style="list-style-type: none"> <li>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> </ul>  |
| <b>Accommodations &amp; Modifications</b>  | <p><b><u>Accommodations and Modifications</u></b></p> <p><b><u>Gifted and Talented</u></b></p> <ul style="list-style-type: none"> <li>Provide supplementary or lengthier texts with higher-level questions</li> <li>Provide enrichment activities</li> <li>Use inquiry-based practices and allow student opportunities to conduct additional research</li> <li>Provide assessment or assignment choices that require more detail and deeper understanding</li> <li>Provide additional questions that prompt extensions of understanding</li> <li>Require research for projects in a specified format</li> </ul>  |



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|  | <ul style="list-style-type: none"> <li>• Provide assessment choices that require more detail and deeper understanding</li> </ul> <p><a href="#">Special Education Accommodations/Modifications</a></p> <p><a href="#">504 Accommodations/Modifications</a></p> <p><a href="#">MLL Accommodations/Modifications</a></p> |
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## Unit 3: South America

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| <b>Timeframe</b>   | 10 weeks   |
| <b>Unit 3 Overview</b>   | <p>In this unit, students will study and engage with the power relationships in our Postmodern world. This includes, but is not limited to, poverty on a global level; the access to quality education; the construction of gender and image; the effects of using earth's natural resources; scientific and technological progress within agriculture, medical fields, the internet's existence and involvement; and the continuing development of social media. These topics within the umbrella of power dynamics will be explored in literature, as well as in the student's research project. Students will develop a proposal for research within these topics and engage in brainstorming, outlining, drafting, revising, and reflecting on the writing process for their selected topic. Students will be expected to adhere to the formatting standards of the Modern Language Association (MLA) and will have to evaluate the relevance and credibility of sources used during the research process.</p>   |
| <b>Essential Questions:</b><br><br>These establish inquiry to align the unit's assignments and assessments | <ul style="list-style-type: none"> <li>• How does scientific progress advance and/or hinder humanity, society, and the environment?</li> <li>• What responsibilities do governments have to its people, regardless of class distinction?</li> <li>• What ethical dilemmas must one debate in the name of progress?</li> <li>• How does geography affect human development?</li> </ul>  |
| <b>Assessment</b>  | <p><a href="#">Summative/Performance Assessments Plan</a></p> <p><b>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</b></p> <ol style="list-style-type: none"> <li>1. <b>Writing Workshop (20%): Argument Research Project (Speech)</b> <ol style="list-style-type: none"> <li>a. Students will construct a research project/essay in which they are randomly assigned a South American country to represent. They will research the country and examine human rights violations currently plaguing the citizens. They will then create a speech and visual aid to convey an argument to the United Nations requesting aid.</li> </ol> </li> <li>2. <b>Project Portfolio:</b> The research and evaluation of sources will be compiled in a research portfolio to accompany their speech and visual aid. Contained in this will also be detailed reflections and evaluations of other groups. This will accompany the speech portion of the assignment. <b>Inquiry-based Must hit RL.CT.11–12.8/RI.CT.11-12.8  and RI.AA.11–12.7.</b></li> </ol> <p><b>MINOR ASSESSMENTS:</b> These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</p> <ol style="list-style-type: none"> <li>1. Quizzes</li> <li>2. Socratic Seminar</li> <li>3. Presentations</li> </ol> |



#### 4. Reading Checks

**PREPARATION/PROGRESS/PARTICIPATION:** These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.

#### Learning Targets

These establish objectives to unify the unit's essential questions and assessment targets connected to standards

#### Reading

1. SWBAT analyze how Postmodern elements are used to effectively portray a theme and tone.
  - *Essential Question: How do writers use Postmodern elements to effectively portray a theme and tone?*
2. SWBAT examine how power relationships affect human development.
  - *Essential Question: How do power relationships affect human development?*
3. SWBAT explain how geography influences human development.
  - *Essential Question: How does geography affect human development?*
4. SWBAT evaluate how one's background, environment, and society shape their perspective and opinions.
  - *Essential Question: How does one's background, environment, and society affect and develop one's perspective and opinions?*
5. SWBAT analyze how scientific progress can both advance and hinder humanity, society, and the environment.
  - *Essential Question: How does scientific progress advance and/or hinder humanity, society, and the environment?*
6. SWBAT explore ethical dilemmas related to progress and debate their implications.
  - *Essential Question: What ethical dilemmas must one debate in the name of progress?*
7. SWBAT analyze how characters and societies conspire to separate individuals from their higher instincts and values.
  - *Essential Question: How do characters and societies conspire to separate man from his higher instincts and values?*

#### Writing

1. SWBAT explain how annotations are essential for determining a text's relevance and credibility.
  - *Essential Question: How are annotations essential to determine a text's relevance and credibility?*
2. SWBAT produce writing that is coherent, logical, and expressive.
  - *Essential Question: What makes writing coherent, logical, and expressive?*
3. SWBAT organize writing in a way that enhances meaning and clarity.
  - *Essential Question: How can organization influence meaning and clarity in writing?*
4. SWBAT use specific language and diction to advance ideas in their writing.
  - *Essential Question: How does a writer use specific language and diction to advance ideas?*
5. SWBAT organize ideas to contribute to the success of a research project.
  - *Essential Question: How does organization contribute to a successful research project?*
6. SWBAT synthesize the ideas of others to draw insightful conclusions.
  - *Essential Question: How can one synthesize the ideas of others to draw an insightful conclusion of one's own?*
7. SWBAT analyze, evaluate, and utilize various types of materials for research and writing.
  - *Essential Question: How does one analyze, evaluate, and utilize various types of materials?*
8. SWBAT explain the importance of studying form and function in writing.
  - *Essential Question: Why do we study form and function?*
9. SWBAT synthesize specific details into broader generalizations in writing.

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|  | <ul style="list-style-type: none"> <li>○ <i>Essential Question: How do we synthesize specifics into generalizations?</i></li> </ul> <p>Speaking and Listening</p> <ol style="list-style-type: none"> <li>1. SWBAT demonstrate how active listening enhances communication. <ul style="list-style-type: none"> <li>○ <i>Essential Question: How does active listening enhance communication?</i></li> </ul> </li> <li>2. SWBAT participate in peer discussions to enhance learning. <ul style="list-style-type: none"> <li>○ <i>Essential Question: How do peer discussions enhance learning?</i></li> </ul> </li> <li>3. SWBAT adapt their communication strategies based on the audience. <ul style="list-style-type: none"> <li>○ <i>Essential Question: How can your audience affect your communication process?</i></li> </ul> </li> <li>4. SWBAT explain how communication is an active process involving both the speaker and listener. <ul style="list-style-type: none"> <li>○ <i>Essential Question: How is communicating an active process?</i></li> </ul> </li> </ol> <p>Language</p> <ol style="list-style-type: none"> <li>1. SWBAT analyze the importance of word choice in effective communication. <ul style="list-style-type: none"> <li>○ <i>Essential Question: What is the importance of word choice?</i></li> </ul> </li> <li>2. SWBAT apply grammar rules to communicate effectively. <ul style="list-style-type: none"> <li>○ <i>Essential Question: Why is grammar essential to communicating effectively?</i></li> </ul> </li> <li>3. SWBAT explain how grammar affects meaning in written and spoken communication. <ul style="list-style-type: none"> <li>○ <i>Essential Question: How does grammar affect meaning?</i></li> </ul> </li> </ol> <p>Social Studies Connections (Optional)</p> <ol style="list-style-type: none"> <li>1. SWBAT analyze how government responsibilities impact citizens, regardless of class distinctions. <ul style="list-style-type: none"> <li>○ <i>Essential Question: What responsibilities do governments have to their people, regardless of class distinction?</i></li> </ul> </li> <li>2. SWBAT evaluate how societies determine who deserves certain rights or privileges. <ul style="list-style-type: none"> <li>○ <i>Essential Question: How does one determine who deserves what?</i></li> </ul> </li> </ol> |  |  |
|  | <p>Vocabulary</p> <p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>1. Diction</li> <li>2. Genre</li> <li>3. Nuance</li> <li>4. Rhetoric</li> <li>5. Style</li> </ol>   | <p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>1. Abject</li> <li>2. Abstruse</li> <li>3. Allege</li> <li>4. Belabor</li> <li>5. Calumniate</li> <li>6. Captious</li> <li>7. Complicity</li> <li>8. Conciliate</li> <li>9. Consummate</li> <li>10. Countermand</li> <li>11. Counterpart</li> </ol> | <ol style="list-style-type: none"> <li>42. Paltry</li> <li>43. Pariah</li> <li>44. Paucity</li> <li>45. Peremptory</li> <li>46. Perspicacity</li> <li>47. Pertinacious</li> <li>48. Propriety</li> <li>49. Putative</li> <li>50. Recant</li> <li>51. Reputed</li> <li>52. Sophistry</li> <li>53. Substantiate</li> <li>54. Succinct</li> </ol> |

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|  |  | 12. Delineate<br>13. Dissemble<br>14. Emulate<br>15. Enervate<br>16. Equity<br>17. Euphemism<br>18. Fervent<br>19. Fraught<br>20. Garner<br>21. Germane<br>22. Hapless<br>23. Idiosyncrasy<br>24. Improvident<br>25. Incarcerate<br>26. Increment<br>27. Indictment<br>28. Indigent<br>29. Indubitable<br>30. Inordinate<br>31. Interpolate<br>32. Irrefutable<br>33. Irreparable<br>34. Loath<br>35. Minutiae<br>36. Moot<br>37. Mordant<br>38. Myopic<br>39. Nuance<br>40. Overt<br>41. | 55. Summarily<br>56. Tantamount<br>57. Tenable<br>58. Unwonted<br>59. Vacillate<br>60. Verbiage<br>61. Virulent<br><br><b>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</b><br><br><b>As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.</b> |
| <b>Tier 1 Strategies to benefit all learners</b> | 1. Explicit Instruction: Clear, direct teaching of skills and concepts.<br>2. Modeling and demonstrating reading and writing strategies.<br>3. Using "think-aloud" techniques to show thought processes during reading and writing.<br>4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.<br>5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).<br>6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.<br>7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.<br>8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.<br>9. Providing timely and constructive feedback on student work.<br>10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.<br>11. Encouraging independent reading and providing time for sustained silent reading (SSR). |   |   |

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|  | <p>12. Writing Supports: Using graphic organizers to help students plan and structure their writing.</p> <p>13. Implementing a writing process approach, including drafting, revising, editing, and publishing.</p> <p>14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</p> <p>15. Using word walls, flashcards, and vocabulary games to reinforce new words.</p> <p>16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</p> <p>17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</p> <p>18. Building a classroom culture that encourages risk-taking, collaboration, and respect.</p> <p>19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.</p> <p>20. Incorporating digital literacy skills into the curriculum.</p> <p>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</p>   |
| Resources  | <p><b>Supplemental short texts/excerpts:</b> <a href="#">“Half a Day”</a> by Naguib Mahfouz, selections from Kurt Vonnegut’s <i>Breakfast of Champions</i>, <a href="#">“All That”</a> by David Foster Wallace, “Liberation Theology in Latin America,” “Deng Xiaopind,” “The Dangers of NAFTA, GATT, and Free Trade,” “Middle East and the Price of Oil,” “Food Stamps and the Farm Bill”</p> <p><b>Poetry:</b> “The Animals Reject Their Names and Things Go Back to Their Origins” and other poetry from Margaret Atwood’s <i>The Tent</i></p> <p><b>Mentor Texts:</b> <i>Oryx and Crake</i> by Margaret Atwood</p> <p><b>Multimedia Texts &amp; Interdisciplinary Connections:</b> <i>Mad Max: Fury Road</i>, <i>Horn Players</i> (1982) Jean-Michel Basquiat, <i>Vietnam Veterans Memorial</i> (1982) Mya Ying Lin, <i>Flower Thrower</i> (2003) Banksy, <i>We Won’t Play Nature to Your Culture</i> (1983) Barbara Kruger, <i>Untitled (Body Parts)</i> (1988) Kiki Smith, <i>The New Shelton Wet/Dry Triple Decker</i> (1981) Jeff Koons, <i>Self Portrait (Actress)/White Marilyn</i> (1996) Yasumasa Morimura, art by Pawel Kuczynski, <i>Happiness</i> by John Holcroft, <i>Food, Inc.</i>, <i>A Place at the Table</i>, <a href="#">A World Without Oil (PBS)</a>, <a href="#">cartoon about MLA</a>, <a href="#">video about argument</a>, <i>Black Mirror</i></p> <p><b>Independent Reading:</b> <i>student choice based on teacher selection</i></p>  |
| Standards<br><br>English Language Arts:<br><a href="#">11-12 ELA Standards</a> | <p><b>Reading</b></p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).</p> |

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

#### **Writing**

RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history

and texts proposing scientific or technical advancements. 

#### **Writing**

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

#### **Speaking and Listening**

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations

to enhance understanding of findings, reasoning, and evidence and to add interest. 

#### **Language**

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

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|  | <p>L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
| <p><b>Interdisciplinary Connections &amp; Standards</b></p> <p><b>Visual and Performing Arts:</b><br/><a href="#">Standards</a></p> <p><b>Social Studies/History:</b><br/><a href="#">Standards</a></p> <p><b>21st Century Skills, Technology, Career Education:</b><br/><a href="#">Standards</a></p> | <p><b>Social Studies/History:</b></p> <ul style="list-style-type: none"> <li>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</li> <li>6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information.</li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills:</b></p> <ul style="list-style-type: none"> <li>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</li> <li>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</li> <li>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</li> </ul>   |
| <b>Accommodations &amp; Modifications</b>  | <p><b><u>Accommodations and Modifications</u></b></p> <p><b><u>Gifted and Talented</u></b></p> <ul style="list-style-type: none"> <li>Provide supplementary or lengthier texts with higher-level questions</li> <li>Provide enrichment activities</li> <li>Use inquiry-based practices and allow student opportunities to conduct additional research</li> <li>Provide assessment or assignment choices that require more detail and deeper understanding</li> <li>Provide additional questions that prompt extensions of understanding</li> <li>Require research for projects in a specified format</li> <li>Provide assessment choices that require more detail and deeper understanding</li> </ul> <p><a href="#">Special Education Accommodations/Modifications</a></p>   |



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## Unit 4: Asia

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| Timeframe   | 10 weeks  |
| Unit 4 Overview   | This unit addresses the effects of ignorance and hatred on the individual and the society through its depiction in multiple texts ranging from visual art to literature to the nightly news. Students will engage with the paradox of 21st Century life: while the narrowing of world views (ie, tailoring a social media feed) establishes new demarcations for hate, technology is truly making the world a smaller place. The unit reflects on prior knowledge of cultural values and ideology and applies it to point of view and perspective: students will examine the effect of context on moral development and how that is conveyed through subtext. In addition, the unit addresses common errors in usage and improving vocabulary.  |
| Essential Questions:<br><br>These establish inquiry to align the unit's assignments and assessments | <ul style="list-style-type: none"><li>● How do feelings of human alienation influence human behavior?</li><li>● How do past archetypes relate to present/individual conflicts?</li><li>● Why do some areas live in peace for centuries and then erupt in terrible violence?</li><li>● How does ignorance lead to genocides?</li><li>● How is knowledge power?</li><li>● How does the world solve the problems that promote terrorism?</li><li>● Is world peace achievable? Why or why not?</li></ul>  |
| Assessment  | <p><a href="#">Summative/Performance Assessments Plan</a></p> <p><b>MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade</b></p> <ol style="list-style-type: none"><li>1. <b>Writing Workshop (20%): Creative Writing</b><ol style="list-style-type: none"><li>a. After examining a brief anime unit and conflicts existing between North and South Korea, students will construct their own creative writing pieces in which they also convey a conflict of interests. Students will be inspired by poetry, documentaries, and speeches.</li></ol></li><li>2. <b>Performance Assessment: Inquiry-based must hit RI.TS.11-12.4 Multi-Genre Project</b></li></ol> <p>Students will reflect on their high school journey and create a documentary style project in which they map out their own story. They will construct a portfolio mapping out their entire creative process, brainstorming to the final product</p> <p><b>MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...</b></p> <ol style="list-style-type: none"><li>1. Quizzes</li><li>2. Socratic Seminar</li><li>3. Presentations</li><li>4. Reading Checks</li></ol> |



**PREPARATION/PROGRESS/PARTICIPATION:** These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.

## Learning Targets

These establish objectives to unify the unit's essential questions and assessment targets connected to standards

### Reading

1. SWBAT infer themes and values based on what information is not revealed in a text.
  - *Essential Question: What themes/values are inferred by information that is not revealed?*
2. SWBAT analyze key differences between contemporary cultures through literature.
  - *Essential Question: What is important to understand about the differences between contemporary cultures?*
3. SWBAT explain how a text's structure impacts its interpretation.
  - *Essential Question: How does a text's structure impact its interpretation?*
4. SWBAT analyze how characters are developed in a text.
  - *Essential Question: How are characters developed?*
5. SWBAT evaluate how an author's characterization reveals their purpose in writing.
  - *Essential Question: How can understanding an author's characterization help identify the author's purpose in writing?*
6. SWBAT analyze how characters and societies in a text conspire to separate individuals from their higher instincts and values.
  - *Essential Question: How do characters and societies conspire to separate man from his higher instincts and values?*
7. SWBAT evaluate how stylistic elements reveal an author's tone and purpose.
  - *Essential Question: What do stylistic elements reveal about an author?*

### Writing

1. SWBAT explain why memoirs are important to both the present and the future.
  - *Essential Question: Why are memoirs important to the present and the future?*
2. SWBAT analyze how memoirs provide essential information about the author.
  - *Essential Question: How does memoir provide essential information to the reader about the author?*
3. SWBAT demonstrate how a small scene or moment in a life can communicate volumes about a character or person.
  - *Essential Question: How does one small scene or moment in a life communicate volumes about the character or the person?*
4. SWBAT use imagery as an effective tool in storytelling.
  - *Essential Question: In what ways can we employ imagery as an effective tool in telling a story?*
5. SWBAT develop their own voice in writing by analyzing how a writer develops theirs.
  - *Essential Question: How does a writer develop a voice?*
6. SWBAT explore how authorial intention relates to personal purpose in writing.
  - *Essential Question: How does authorial intention translate to the concept of personal purpose?*
7. SWBAT use specific language and diction to create imagery and develop characters.
  - *Essential Question: How does a writer use specific language/diction to create imagery and/or character?*
8. SWBAT explain why imitation is a valuable tool for writers.
  - *Essential Question: Why is imitation a valuable tool for a writer?*

### Speaking and Listening

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|            | <ol style="list-style-type: none"> <li>SWBAT explain how listening leads to more effective speaking. <ul style="list-style-type: none"> <li><i>Essential Question: How does listening lead to effective speaking?</i></li> </ul> </li> <li>SWBAT differentiate between oral reading/enacting a play and silent reading. <ul style="list-style-type: none"> <li><i>Essential Question: How does oral reading and enacting a play differ from silent reading?</i></li> </ul> </li> <li>SWBAT use dramatic reading to convey a character's personality and motivations. <ul style="list-style-type: none"> <li><i>Essential Question: How does a dramatic reading help convey a character's personality and motivations?</i></li> </ul> </li> <li>SWBAT evaluate the significance of history in relation to literature and society. <ul style="list-style-type: none"> <li><i>Essential Question: Why are we destined to repeat history, if we do not know history?</i></li> </ul> </li> </ol> <p>Language</p> <ol style="list-style-type: none"> <li>SWBAT explain why grammar is essential for effective communication. <ul style="list-style-type: none"> <li><i>Essential Question: Why is grammar essential to communicate effectively?</i></li> </ul> </li> <li>SWBAT apply grammatical rules to enhance the quality of their writing. <ul style="list-style-type: none"> <li><i>Essential Question: How does an understanding of grammatical rules enhance the quality of one's writing?</i></li> </ul> </li> <li>SWBAT explain why imitation is a valuable tool for learning and improving writing. <ul style="list-style-type: none"> <li><i>Essential Question: Why is imitation a valuable tool for a writer?</i></li> </ul> </li> </ol> |  |   |
| Vocabulary | <p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>Diction</li> <li>Nuance</li> <li>Rhetoric</li> <li>Style</li> </ol>   | <p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>Acuity</li> <li>Aesthetic</li> <li>Amenity</li> <li>Articulate</li> <li>Asperity</li> <li>Attenuate</li> <li>Badinage</li> <li>Catharsis</li> <li>Cavil</li> <li>Consign</li> <li>Contrite</li> <li>Delectable</li> <li>Deprecate</li> <li>Derelict</li> <li>Diatribes</li> <li>Dissidence</li> <li>Efficacy</li> <li>Elude/Elusive</li> <li>Eschew</li> <li>Esooteric</li> <li>Facade</li> </ol> | <ol style="list-style-type: none"> <li>Mesmerize</li> <li>Mutable</li> <li>Necromancer</li> <li>Obtuse</li> <li>Overweening</li> <li>Penchant</li> <li>Piquant</li> <li>Portend/Portentous</li> <li>Presage</li> <li>Rebuff</li> <li>Rectitude</li> <li>Redolent</li> <li>Requite</li> <li>Restive</li> <li>Saturnine</li> <li>Shambles</li> <li>Sporadic</li> <li>Subsist</li> <li>Temporize</li> <li>Unremitting</li> </ol> <p>The online Membean vocabulary program may also be used to individualize vocabulary instruction through various</p> |

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|   |  | 22. Figment<br>23. Forgo<br>24. Histrionic<br>25. Ignominy<br>26. Imminent<br>27. Imperturbable<br>28. Importune<br>29. Intelligible<br>30. Intermittent<br>31. Inure<br>32. Lackadaisical<br>33. Laconic<br>34. Lampoon<br>35. Languish<br>36. Largesse<br>37. Ludicrous<br>38. Luminous<br>39. Malaise<br>40. Mendacious | <p>contacts and strategies. The program calibrates the vocabulary level based on student performance and ability.</p> <p>As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.</p> |
| Tier 1 Strategies to benefit all learners | <ol style="list-style-type: none"> <li>1. Explicit Instruction: Clear, direct teaching of skills and concepts.</li> <li>2. Modeling and demonstrating reading and writing strategies.</li> <li>3. Using "think-aloud" techniques to show thought processes during reading and writing.</li> <li>4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.</li> <li>5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).</li> <li>6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.</li> <li>7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.</li> <li>8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.</li> <li>9. Providing timely and constructive feedback on student work.</li> <li>10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</li> <li>11. Encouraging independent reading and providing time for sustained silent reading (SSR).</li> <li>12. Writing Supports: Using graphic organizers to help students plan and structure their writing.</li> <li>13. Implementing a writing process approach, including drafting, revising, editing, and publishing.</li> <li>14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</li> <li>15. Using word walls, flashcards, and vocabulary games to reinforce new words.</li> <li>16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</li> <li>17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</li> <li>18. Building a classroom culture that encourages risk-taking, collaboration, and respect.</li> <li>19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.</li> <li>20. Incorporating digital literacy skills into the curriculum.</li> <li>21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.</li> </ol> |  |  |

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| <b>Resources</b>   | <p><b>Major Texts:</b> <i>V for Vendetta</i>, <i>Ditching the Drive-Thru/The American Way of Eating</i>, <i>The Way of Ignorance</i> (Berry), <i>Antigone</i></p> <p><b>Short Texts:</b> <a href="#">Articles</a>, <a href="#">Jihad vs. McWorld</a>, <a href="#">The Dangers of Political ignorance</a>, <a href="#">America's Cult of Ignorance</a>, Short stories from <i>After the Quake</i> by Haruki Murakami, selections from <i>White Tiger</i> by Aravind Adiga</p> <p><b>Mentor Texts:</b> <i>Waste</i>, <a href="#">The Five Gas Station Theory of the World</a>, <a href="#">Stop Giving Cultural ignorance a pass</a>, <a href="#">"This is Water"</a> by David Foster Wallace</p> <p><b>Multimedia Texts:</b> Film: <a href="#">Sex, Lies, and Global Economics</a>; <i>Crash</i></p> <p><b>Multimedia Resources:</b> <i>Zero Dark Thirty</i>, <i>Body of Lies</i>, <i>Your Mommy Kills Animals</i>, <a href="#">Marilyn Waring materials</a></p> <p><b>Independent Reading:</b> Student choice with teacher approval</p>  |
| <b>Standards</b><br><br><b>English Language Arts:</b><br><a href="#">11-12 ELA Standards</a> | <p><b>Reading</b></p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</p> <p>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</p> <p>RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.</p> <p><b>Writing</b></p> <p>W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic</p> |

writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).**

#### **Speaking and Listening**

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.**

#### **Language**

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

**L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

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|  | <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p>   |
| <p><b>Interdisciplinary Connections &amp; Standards</b></p> <p><b>Visual and Performing Arts:</b><br/><a href="#">Standards</a></p> <p><b>Social Studies/History:</b><br/><a href="#">Standards</a></p> <p><b>21st Century Skills, Technology, Career Education:</b><br/><a href="#">Standards</a></p> | <p><b>Visual and Performing Arts:</b></p> <ul style="list-style-type: none"> <li>1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.</li> <li>1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.</li> <li>1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.</li> <li>1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of data applied in devised or scripted theatre work.</li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills:</b></p> <ul style="list-style-type: none"> <li>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</li> <li>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</li> <li>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</li> </ul> |
| <p><b>Accommodations &amp; Modifications</b></p>   | <p><b><u>Accommodations and Modifications</u></b></p> <p><b><u>Gifted and Talented</u></b></p> <ul style="list-style-type: none"> <li>Provide supplementary or lengthier texts with higher-level questions</li> <li>Provide enrichment activities</li> <li>Use inquiry-based practices and allow student opportunities to conduct additional research</li> <li>Provide assessment or assignment choices that require more detail and deeper understanding</li> <li>Provide additional questions that prompt extensions of understanding</li> <li>Require research for projects in a specified format</li> <li>Provide assessment choices that require more detail and deeper understanding</li> </ul> <p><a href="#">Special Education Accomodations/Modifications</a></p> <p><a href="#">504 Accomodations/Modifications</a></p> <p><a href="#">MLL Accomodations/Modifications</a></p>   |

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