

## Western Studies Curriculum updated August 2024

### Grade 11: Western Studies

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

[Grading Policy](#) (link)

#### COURSE SYLLABUS

#### Overall Course Description:



**Prerequisite:** 11th-grade students looking to separate themselves from a traditional English and History pathway.

**Must have 80% or better in Studies or Accelerated level or a 90% in College Prep level (ELA and History) and teacher recommendations from English and History teachers.**

**Teacher recommendations may overrule academic standing; students coming from CP may be asked to sign a course waiver. Preference will be given to those who successfully completed American Studies.**

The second year of the "Studies" program is the equivalent of five credits of English III Accelerated. This course will be taught cooperatively by one English teacher and one Social Studies teacher to provide integrated study. Through an integrated, thematic approach using American and British literature, art, music, and philosophy, students will examine 20th-century U.S. history. The English-specific portion will examine topics such as human nature, tolerance, empathy, social responsibility and justice, revolution, and fate and free will, making connections to their American history studies. Requirements include summer reading, a research paper, and independent reading throughout the year.

Units	Timeframe	Focus Standards:	
<a href="#">Unit 1:</a> Growth of the City & Grab for Power	Approximately 10 weeks (September - mid November)	<u>Reading</u> RL.CR.11-12.1;RL.CI.11-12.2; RL.IT.11-12.3;RL.TS.11-12.4; RL.MF.11-12.6; RLCT.11-12.8  <u>Writing</u> W.MW.11-12.3 W.WP.11-12.4 W.RW.11-12.7	<u>Speaking &amp; Listening</u> SL.ES.11-12.3 SL.AS.11-12.6  <u>Language</u> L.SS.11-12.1 L.VL.11-12.3 L.VI.11-12.4
<a href="#">Unit 2:</a> The Stages of War: From Patriotism to Pessimism	Approximately 10 weeks (mid November - January)	<u>Reading</u> RI.CR.11-12.1;RI.CI.11-12.2; RI.IT.11-12.3; RI.TS.11-12.4;	<u>Speaking &amp; Listening</u> SL.PE.11-12.1 SL.II.11-12.2

		RI.MF.11-12.6; RI.AA.11-12.7; RI.CT.11-12.8.   <u>Writing</u> W.AW.11-12.1 W.WR.11-12.5 W.SE.11-12.6	SL.PI.11-12.4  <u>Language</u> L.KL.11-12.2
<u>Unit 3:</u> Fear & Paranoia: The Response to Conflict	Approximately 10 weeks (February - March)	<u>Reading</u> RL.CR.11-12.1; RL.CI.11-12.2; RL.IT.11-12.3; RL.PP.11-12.5; RI.PP.11-12.5; RL.MF.11-12.6; RI.AA.11-12.7; RL.CT.11-12.8  <u>Writing</u> W.AW.11-12.1 W.WP.11-12.4 W.SE.11-12.6	<u>Speaking &amp; Listening</u> SL.II.11-12.2 SL.UM.11-12.5  <u>Language</u> L.SS.11-12.1 SL.PI.11-12.4
<u>Unit 4:</u> Human Rights: The Fight for Freedom	Approximately 10 weeks (April - June)	<u>Reading</u> RI.CR.11-12.1; RI.CI.11-12.2 RI.IT.11-12.3; RI.TS.11-12.4 RI.MF.11-12.6; RI.CT.11-12.8.    <u>Writing</u> W.IW.11-12.2 W.WR.11-12.5 W.RW.11-12.7	<u>Speaking &amp; Listening</u> SL.PE.11-12.1 SL.ES.11-12.3 SL.PI.11-12.4  <u>Language</u> L.KL.11-12.2 L.VL.11-12.3

Unit 1: Growth of the City & Grab for Power	
Timeframe	10 weeks
Unit 1 Overview	<p>In this unit, we will immerse students in the build up of American cities due to the influx of immigration and industrialization. Students will link themes of community, identity, perspective, and fear of the outsider by engaging in Anglo-Saxon and/or Romantic texts as well as more modern works. We will then look at the causes and effects of American Imperialism and its impact on contemporary immigration issues while getting students to evaluate their own definition of power by looking at short stories written by George Orwell and H.G. Wells in addition to plays written by William Shakespeare. We will begin to sharpen students' writing skills through writing workshops that focus on narrative techniques such as word choice, dialogue, and pacing. Students will also begin to write commentary based on current events where we will focus on basic grammar conventions and possible</p>

	reasons for breaking those conventions.
<b>Essential Questions:</b>  These establish inquiry to align the unit's assignments and assessments	<ul style="list-style-type: none"> <li>• How is literature and its themes a reflection of the society and culture (including historical time period) from which it is produced?</li> <li>• Why do people seek power?</li> <li>• How do two or more conflicts interact throughout the course of a text?</li> <li>• In what ways does word choice impact mood and tone in a text?</li> <li>• How does following and breaking grammatical conventions reflect the writer's purpose and meaning?</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>Narrative writing assignment</b> that develops an imagined or reimagined experience or situation from either one character's perspective or the perspectives of two characters who are in direct conflict, using narrative techniques to incorporate details and language that realizes unit themes.             <ol style="list-style-type: none"> <li>a. Students will write narratives that incorporate rich sensory details (sight, sound, touch, taste, and smell) to immerse readers in the setting. They will use dialogue to develop character relationships and reveal key information about the plot and characters. Additionally, students will control pacing through careful use of sentence length, description, and action, ensuring that the narrative unfolds in a way that engages the reader and maintains coherence.</li> <li>b. Students will develop a narrative from the point of view of one or two characters in direct conflict with each other. They will employ narrative techniques such as internal monologue, flashbacks, and contrasting perspectives to delve into the motivations, emotions, and thought processes of the characters. Students will explore how the conflict between the characters reveals deeper themes, such as power dynamics, fear of the outsider, or identity, and will use these themes to enrich the narrative. The goal is for students to not only depict the external conflict but also to connect it to broader social or emotional issues, thereby creating a narrative with depth and complexity.</li> </ol> </li> <li>2. <b>Reading Assessment:</b> Literature excerpts from Common Lit with standards-based, multiple-choice and open-ended assessment questions that evaluate, at a minimum, the following standards: RL.CR.11-12.1, RL.CI.11-12.2, and RL.TS.11-12.4             <ol style="list-style-type: none"> <li>a. Cite strong and thorough textual evidence to support analysis of explicit and implicit ideas in literature excerpts, accurately answering multiple-choice and open-ended questions.</li> <li>b. Analyze how themes and central ideas are developed and refined over the course of a text, including how specific word choices and language contribute to tone and meaning.</li> </ol> </li> </ol> <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> <li>5. Summer Reading Assessment</li> </ol> <p><b>PREPARATION/PROGRESS/PARTICIPATION:</b> These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 11th grade writing skills, speaking and listening skills, and language skills.</p>
<b>Learning Targets</b>  These establish objectives to unify the unit's essential questions and assessment targets connected to standards	<p><b>Reading</b></p> <p><b>SWBAT:</b> Analyze how themes of community, identity, and fear of the outsider are developed across Anglo-Saxon, Romantic, and modern texts.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do literary works from different time periods explore the themes of community, identity, and fear of the outsider?</li> </ul> <p><b>SWBAT :</b> Determine how immigration and industrialization shaped narratives within American literature and influenced societal perceptions.</p> <ul style="list-style-type: none"> <li>• Essential Question: How did the rise of immigration and industrialization impact American literature and culture?</li> </ul> <p><b>SWBAT:</b> Examine the role of power in literature, particularly through works by George Orwell, H.G. Wells, and William Shakespeare.</p> <ul style="list-style-type: none"> <li>• Essential Question: How is power portrayed in various literary texts, and what does it reveal about society?</li> </ul> <p><b>SWBAT:</b> Identify and interpret how different perspectives and cultures are represented in short stories and plays.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do authors use characters and perspectives to represent cultural and societal issues?</li> </ul> <p><b>SWBAT:</b> Evaluate the influence of American imperialism on contemporary immigration themes in literature.</p> <ul style="list-style-type: none"> <li>• Essential Question: What parallels can be drawn between historical imperialism and modern immigration narratives?</li> </ul>

	<p><u>Writing</u></p> <p>SWBAT: Craft narratives that develop an imagined or reimagined experience from a character’s perspective, using narrative techniques like dialogue, pacing, and word choice.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can narrative techniques be used to deepen the reader’s understanding of a character’s internal and external conflicts?</li> </ul> <p>SWBAT: Write a commentary on current events, utilizing proper grammar conventions while thoughtfully choosing when to break those conventions for effect.</p> <ul style="list-style-type: none"> <li>• Essential Question: When is it effective to break grammatical conventions in writing, and how does this choice impact the reader’s understanding?</li> </ul> <p>SWBAT: Revise writing to enhance clarity, coherence, and narrative impact, focusing on narrative techniques such as pacing and word choice.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can revision strategies strengthen the impact of a narrative?</li> </ul> <p>SWBAT: Compose writing that critically reflects on the influence of immigration and industrialization on individual and societal identity.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does writing allow us to explore and reflect on the historical and contemporary impacts of immigration and industrialization?</li> </ul> <p>SWBAT: Develop a thesis-driven analysis that evaluates the role of power dynamics in literature.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can power dynamics in literature offer insights into societal structures and relationships?</li> </ul> <p><u>Speaking and Listening</u></p> <p>SWBAT: Engage in Socratic seminars to discuss the development of identity and perspective in American literature, supporting claims with textual evidence.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can discussion and debate help us better understand the complexity of identity in literature?</li> </ul> <p>SWBAT: Listen actively and respond thoughtfully to different perspectives during collaborative discussions about immigration, industrialization, and imperialism.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do listening and dialogue with others deepen our understanding of complex social and historical issues?</li> </ul> <p>SWBAT: Present a narrative that explores themes of community and fear of the outsider, incorporating feedback from peers to improve delivery and content.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can oral storytelling reveal deeper truths about societal fears and community dynamics?</li> </ul> <p>SWBAT: Analyze the perspectives of characters in literature by leading a discussion that explores their motivations and conflicts.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can analyzing character motivations and conflicts help us better understand societal issues?</li> </ul> <p>SWBAT: Synthesize ideas from multiple texts to lead a class discussion on how power dynamics influence character actions and societal outcomes.</p> <ul style="list-style-type: none"> <li>• Essential Question: What do literary discussions about power teach us about the dynamics of authority and resistance in society?</li> </ul> <p><u>Language</u></p> <p>SWBAT : Use context clues to determine the meaning of unfamiliar vocabulary related to immigration, industrialization, and imperialism in literature.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does understanding specific vocabulary deepen our comprehension of historical and literary texts?</li> </ul> <p>SWBAT : Analyze the use of figurative language and word choice in Anglo-Saxon, Romantic, and modern texts to enhance comprehension of themes.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does an author’s word choice and use of figurative language shape the tone and meaning of a text?</li> </ul> <p>SWBAT: Apply knowledge of syntax and grammar conventions to create clear and effective narrative writing.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does the deliberate use of syntax and grammar affect the clarity and impact of narrative writing?</li> </ul> <p>SWBAT: Recognize and interpret shifts in language and tone in Shakespearean plays to uncover deeper thematic meaning.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do language shifts in Shakespeare’s plays reveal changes in character and plot?</li> </ul> <p>SWBAT: Analyze how authors use grammar and syntax choices to create unique narrative voices, particularly in modern and post-modern texts.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do an author’s choices in grammar and syntax contribute to creating a distinct narrative voice?</li> </ul>		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>1. alliteration</li> <li>2. analogy</li> <li>3. diction</li> </ol>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>1. Acculturation</li> <li>2. Adamant</li> <li>3. Adulation</li> <li>4. Adventitious</li> <li>5. Adversary</li> </ol>	<ol style="list-style-type: none"> <li>41. Pernicious</li> <li>42. Plight</li> <li>43. Prerogative</li> <li>44. Pretentious</li> <li>45. Provincial</li> <li>46. Regress</li> <li>47. Reparation</li> </ol>

	<p>4. epic</p>	<p>6. Affliction 7. Altruistic 8. Anathema 9. Antithesis 10. Aplomb 11. Approbation 12. Archetype 13. Berate 14. Callow 15. Commiserate 16. Dauntless 17. Decadence 18. Decorum 19. Dexterous 20. Egregious 21. Elicit 22. Enjoin 23. Epitome 24. Equitable 25. Gauntlet 26. Gregarious 27. Implicit 28. Indigenous 29. Infallible 30. Intercede 31. Intrinsic 32. Inundate 33. Irrevocable 34. Lurid 35. Magnanimous 36. Meritorious 37. Munificent* 38. Occult 39. Panacea 40. Paragon</p>	<p>48. Restitution 49. Salient 50. Sangfroid 51. Sepulchral 52. Solace 53. Stalwart 54. Staunch 55. Subordinate 56. Tenet 57. Ubiquitous 58. Unwieldy 59. Vehement 60. Zealot</p> <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	<p>1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</p>		

	<ol style="list-style-type: none"> <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>Texts:</b>  <b>Anthology:</b> Prentice Hall Literature, The British Tradition, Common Core Edition  <b>Major Works:</b> <i>Beowulf</i> (add Unferth excerpt, not included in this textbook addition); <i>Hamlet or Macbeth</i> (Shakespeare)  <b>Thematic Connections:</b> Brief History of United States Immigration Laws; excerpts from the Roosevelt Corollary; "The White Man's Burden" (Kipling); excerpts from The Monroe Doctrine  <b>Supplemental short texts (suggested titles):</b> "The Seafarer"; excerpts from <i>Grendel</i> (Gardner); "The Country of the Blind" (Wells); "Shooting an Elephant" (Orwell); <i>The Man Who Would be King</i> (Kipling); excerpts from <i>Frankenstein</i> (Shelley); select poems from <i>Songs of Innocence</i> and <i>Songs of Experience</i> (Blake); <i>The Prince</i> (Machiavelli); "Morality as Anti-Nature" (Nietzsche); "On the Doctrine of the Feeling of Power" (Nietzsche); "The Fly" (Mansfield); excerpts from <i>Heart of Darkness</i> (Conrad); "The Danger of a Single Story" (Adichie)  <b>Multimedia Texts (TED, Youtube):</b> "<a href="#">My Mother's Immigration</a>" (Garcia, Spoken Word Performance); "<a href="#">What We Are Missing in Our Debate on Immigration</a>" (Geraldino, TED Talk); "<a href="#">How Jacob Riis Changed America</a>" (History Channel Movie); <a href="#">My Immigrant Story</a>; "<a href="#">The Danger of a Single Story</a>" (Adichie)  <b>Independent Reading options:</b> <i>Student choice of teacher's selections</i></p>
Standards  English Language Arts: <a href="#">11-12 ELA Standards</a>	<p><b>Reading</b>  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.  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.  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).  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.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).  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><b>Writing</b></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>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.</p> <p><b>Speaking and Listening</b></p> <p>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.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p><b>Language</b></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> <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>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>
Interdisciplinary	<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>Connections &amp; Standards</b></p> <p><b>Visual and Performing Arts:</b> <a href="#">Standards</a></p> <p><b>Social Studies/History:</b> <a href="#">Standards</a></p> <p><b>21st Century Skills, Technology, Career Education:</b> <a href="#">Standards</a></p>	<ul style="list-style-type: none"> <li>6.1.12.HistoryCC.2: Analyze the impact of industrialization and urbanization on American society and its influence on immigration patterns.</li> <li>6.1.12.HistoryCC.4: Evaluate the causes and effects of American imperialism and its influence on contemporary global issues and immigration.</li> </ul> <p><b>Visual and Performing Arts:</b></p> <ul style="list-style-type: none"> <li>1.4.12.adv.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 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 2: The Stages of War: From Patriotism to Pessimism	
Timeframe	10 weeks
Unit 2 Overview	<p>In this unit, students will link literature from the British Restoration and Modernist time periods to events taking place in U.S. history during World War I and the Great Depression. Ideally, students will observe the progression from initial patriotism to the imminent disenchantment caused by the atrocities of war, and evaluate how the industrial revolution and subsequent buildup of the city influenced how British writers viewed their world. They will then link that progression to literature of the Restoration and Modernist time periods to see how reason and revolution, the desire to express one's self and speak out about societal ills (e.g., human rights violations during times of war and overpopulation in cities), propelled the creation and development of journalism, satire, and journal writing. During this unit, students will continue to hone their commentary writing with an emphasis on</p>



	cohesive words and phrases, continue to focus on word choice when creating their own satire, and evaluate sources for their argument-based research paper. Students will participate in Socratic Seminars or a Satirical News report.
<p><b>Essential Questions:</b></p> <p>These establish inquiry to align the unit's assignments and assessments</p>	<ul style="list-style-type: none"> <li>• How is the emphasis on reason reflected in the literature of the times?</li> <li>• What are the characteristics of satire and how is satire relevant to today?</li> <li>• What are the conflicts as identified by modernist and postmodernist writers and how are these conflicts reflected in their literature?</li> <li>• How does the use of good transition words improve your writing?</li> <li>• How can writers use evidence, factual or anecdotal, when supporting their position in an argument paper?</li> </ul>
<p><b>Assessment</b></p>	<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: <b>Argument-based research paper</b> that supports a claim with an analysis of multiple texts, developing the argument using valid reasoning as well as sufficient and relevant evidence and details, in addition to acknowledging and developing a counterclaim.       <ol style="list-style-type: none"> <li>a. Develop a well-supported argument that synthesizes analysis of multiple texts, using valid reasoning, relevant evidence, and detailed examples to support their claim.</li> <li>b. Acknowledge and develop a counterclaim in their research paper by addressing differing perspectives on the influence of industrialization, war, or urbanization on British writers' worldviews and use credible evidence to challenge opposing viewpoints while reinforcing original argument.</li> </ol> </li> <li>2. Performance Assessment :       <ol style="list-style-type: none"> <li>a. <b>Socratic Seminar</b> that assesses students' ability to prep a text and engage in rich discussion of the text that cultivates responses to essential questions, and prompts students to consider diverse perspectives and respond thoughtfully to peers           <ol style="list-style-type: none"> <li>i. Prepare for a Socratic Seminar by thoroughly analyzing assigned texts, identifying key themes, and generating insightful questions and responses that connect the literature to historical contexts such as World War I and the Great Depression.</li> <li>ii. Engage in a Socratic Seminar by actively contributing to discussions, considering diverse perspectives, and thoughtfully responding to peers' interpretations and critiques of the literature, while connecting analysis to broader societal issues explored in the unit.</li> </ol> </li> <li>b. <b>Satirical News Report</b> that addresses a problem (historic or contemporary) in the form of a satirical response, differentiated through each student's choice of medium.           <ol style="list-style-type: none"> <li>i. Create a satirical news report that addresses a historic or contemporary societal issue by employing satire techniques learned from British Restoration literature, and effectively communicate their critique through their chosen medium (e.g., written article, video, or digital presentation).</li> <li>ii. Demonstrate an understanding of the historical and contemporary context of the issue being addressed in their satirical news report by incorporating relevant details and perspectives to craft a well-informed and engaging satire that reflects both the problem and the intended critique.</li> </ol> </li> </ol> </li> </ol> <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> <p><b>PREPARATION/PROGRESS/PARTICIPATION:</b> These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 11th grade writing skills, speaking and listening skills, and language skills.</p>
<p><b>Learning Targets</b></p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p><u>Reading</u></p> <p>SWBAT: Analyze how British literature from the Restoration and Modernist time periods reflects societal changes during the Industrial Revolution and World War I.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do the historical contexts of war and industrialization influence British literary works?</li> </ul> <p>SWBAT: Trace the progression of patriotism to disenchantment in British literature related to World War I and the Great Depression.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do authors convey the shift from initial optimism to disillusionment during times of war?</li> </ul> <p>SWBAT: Evaluate how satire and journalism from the British Restoration period reflect societal and political attitudes of the time.</p>

	<ul style="list-style-type: none"> <li>• Essential Question: In what ways did British writers use satire and journalism to critique society and government?</li> </ul> <p>SWBAT: Compare the themes of human rights violations and overpopulation in British literature to similar themes in American history.</p> <ul style="list-style-type: none"> <li>• Essential Question: How are social and political struggles depicted similarly or differently in British and American literary works?</li> </ul> <p>SWBAT: Interpret literary devices such as irony, satire, and symbolism in works from the Modernist period.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do British Modernist writers use literary techniques to challenge societal norms and expectations?</li> </ul> <p><u>Writing</u></p> <p>SWBAT: Write a cohesive commentary that links British literature from the Restoration or Modernist periods to specific historical events in the United States.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can historical events shape the themes and messages of literature across cultures?</li> </ul> <p>SWBAT: Create a satirical piece that critiques a current societal issue, drawing inspiration from British Restoration satire.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can satire be used to challenge societal problems in today's world?</li> </ul> <p>SWBAT: Develop an argument-based research paper that incorporates multiple sources, including literary analysis and historical context.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do you effectively integrate literary and historical analysis to support an argument?</li> </ul> <p>SWBAT: Revise their writing to enhance clarity, cohesion, and the use of cohesive devices, with a focus on commentary writing.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do transitions and cohesive devices strengthen the overall flow of a written piece?</li> </ul> <p>SWBAT: Synthesize historical, literary, and cultural perspectives in their writing to draw meaningful conclusions about British and American literature.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can literature serve as a bridge between different historical and cultural experiences?</li> </ul> <p><u>Speaking and Listening</u></p> <p>SWBAT: Participate in a Socratic Seminar to discuss the relationship between British literature and the societal issues of war, industrialization, and urbanization.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do literature and history intersect to shape our understanding of societal challenges?</li> </ul> <p>SWBAT: Present a satirical news report that critiques a contemporary societal issue using techniques from British Restoration satire.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can satire be adapted to address modern social and political issues?</li> </ul> <p>SWBAT: Engage in collaborative discussions about literary themes of disenchantment and human rights violations in both British and American literature.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do shared literary themes connect historical and cultural experiences across different time periods?</li> </ul> <p>SWBAT: Analyze and evaluate peers' presentations and arguments during Socratic Seminars or satirical news reports.</p> <ul style="list-style-type: none"> <li>• Essential Question: What makes an argument or presentation convincing and effective?</li> </ul> <p>SWBAT: Listen actively and respond thoughtfully to diverse perspectives during class discussions on the role of satire and journalism in literature.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can we engage with and learn from diverse viewpoints in literary discussions?</li> </ul> <p><u>Language</u></p> <p>SWBAT: Expand vocabulary by studying key terms related to British literature, satire, and journalism.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does understanding specific literary and historical terminology enhance comprehension and analysis of texts?</li> </ul> <p>SWBAT: Apply precise and sophisticated word choice in their satirical writing to effectively communicate their critique.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can the careful selection of words enhance the impact of a satirical piece?</li> </ul> <p>SWBAT: Identify and analyze the use of literary devices such as irony, satire, and symbolism in British Restoration and Modernist texts.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do literary devices contribute to the overall meaning and effect of a work?</li> </ul> <p>SWBAT: Use grammar and syntax effectively to create a polished and well-structured research paper.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does correct grammar and varied syntax improve the clarity and persuasiveness of an argument?</li> </ul> <p>SWBAT: Revise their satirical pieces for tone and style to ensure they align with the conventions of satirical writing.</p> <ul style="list-style-type: none"> <li>• Essential Question: What role do tone and style play in creating an effective satirical work?</li> </ul>		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>1. Hyperbole</li> <li>2. Irony</li> <li>3. Sarcasm</li> <li>4. Satire</li> </ol>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>1. Absolve</li> <li>2. Abstemious</li> <li>3. Ameliorate</li> <li>4. Ascribe</li> <li>5. Atone</li> </ol>	<ol style="list-style-type: none"> <li>41. Odium/Odious</li> <li>42. Penury</li> <li>43. Pillage</li> <li>44. Precept</li> <li>45. Punctilious</li> <li>46. Recapitulate</li> <li>47. Remonstrate</li> </ol>

	<p>5. Understatement</p>	<p>6. Axiomatic 7. Beneficent 8. Cadaverous 9. Contingent 10. Corpulent 11. Cupidity 12. Desecrate 13. Dilatory 14. Disabuse 15. Disparity 16. Dissident 17. Enthrall 18. Espouse 19. Exhort 20. Expostulate 21. Extenuating 22. Facetious 23. Fastidious 24. Gist 25. Gossamer 26. Heresy 27. Hierarchy 28. Immutable 29. Imperceptible 30. Impetuous 31. Impugn 32. Incisive 33. Infringe 34. Ingratiate 35. Insinuate 36. Juxtapose 37. Knave 38. Lethargic 39. Nebulous 40. Nominal</p>	<p>48. Reprove 49. Repudiate 50. Reverberate 51. Sanctimonious 52. Sedentary 53. Sordid 54. Specious 55. Stringent 56. Supposition 57. Surmise 58. Tenuous 59. Transient 60. Travesty</p> <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>
<p><b>Tier 1 Strategies to benefit all learners</b></p>	<p>1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 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>Major Works:</b> <i>All Quiet on the Western Front</i> (Remarque); <i>A Farewell to Arms</i> (Hemingway); <i>Animal Farm</i> (Orwell); <i>Brave New World</i> (Huxley); "A Modest Proposal" (Swift); <i>Waiting for Godot</i> (Beckett); <i>A Journal of the Plague Year</i> (Defoe); collected Works of T.S. Eliot; collected works of E.E. Cummings</p> <p><b>Thematic Connections:</b> The Economic Bill of Rights (Roosevelt); excerpts from the Fireside Chats; "The 'Forgotten Man' Speech" (Roosevelt); excerpts from Franklin Delano Roosevelt's Inaugural Address</p> <p><b>Supplemental short texts</b> (<i>suggested titles</i>): <i>The Waste Land</i> (Eliot); "The Lost Generation" (Kubic); "Rhapsody on a Windy Night" (Eliot); "Araby" (Joyce); excerpts from <i>Leviathan</i> (Hobbes); excerpts from <i>Confessions</i> (St. Augustine of Hippo); "Letter from Birmingham Jail" (King); excerpts from <i>The Republic</i> (Plato); "The Second Coming" (Yeats); "The Unknown Citizen" (Auden); various poems by WWI poets (Brooke, Wilson, &amp; Sassoon); "The War Works Hard" (Mikhail); various excerpts from <i>theonion.com</i></p> <p><b>Multimedia Texts (TED, Youtube):</b> "<a href="#">Can a Divided America Heal?</a>" (Haidt); "<a href="#">Every TED Talk in a Nutshell</a>" (Kelley)</p> <p><b>Independent Reading options:</b> <i>Student choice of teacher's selections</i></p> <p><b>Supplementary resources relative to context or themes in the short stories:</b></p> <p><a href="#">NYTimes</a></p> <p><a href="#">Common Lit</a></p> <p><a href="#">Actively Learn</a></p>
Standards	<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>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>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.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.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.</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 writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>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.</p> <p>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).</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>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.</p> <p>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.</p> <p><u>Language</u></p> <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>
Interdisciplinary Connections 6	<p>Social Studies/History:</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>Visual and Performing Arts:</p>

<b>Standards</b>  Visual and Performing Arts: <a href="#">Standards</a>  Social Studies/History: <a href="#">Standards</a>  21st Century Skills, Technology, Career Education: <a href="#">Standards</a>	<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>
<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> <p><a href="#">504 Accommodations/Modifications</a></p> <p><a href="#">MLL Accommodations/Modifications</a></p>

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Unit 3: Fear & Paranoia: The Response to Conflict	
Timeframe	10 weeks
Unit 3 Overview	<p>This unit will ask students to look at the the causes and effects of World War II, the Space Race, and Cold War in order to see how conflict is often derived from a fear of weakness on a personal and global stage. We will have students connect these ideas to British literature in which the protagonist faces multiple conflicts created by his or her own fear. Students will then immerse themselves in a number of non-fiction readings and primary source documents in the form of current event articles, 1950s propaganda posters and movie clips, and recorded interviews of influential political figures of the time. By closely examining these sources, students will be able to thematically link these concepts to those we have been developing throughout the year such as a fear of the outsider and a desire for power. They will be able to write a number of shorter and longer analyses as well as commentary. During this unit there will be an increasing focus on embedding quotations and developing ideas with specific details</p>



	to write a more complex analysis.
<b>Essential Questions:</b>  These establish inquiry to align the unit's assignments and assessments	<ul style="list-style-type: none"> <li>• How does the past shape the future?</li> <li>• In what ways are themes universal? (How do they transcend time and place?)</li> <li>• How do writers construct effective literary analysis through argument writing?</li> <li>• How does a writer develop and strengthen their ideas through the inclusion of direct and indirect sourcing?</li> <li>• How does a writer use literary devices to reflect the theme of a text?</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: <b>Literary analysis</b> that presents an argument about fear of the outsider and/or the desire for power as interpreted in novels studied.             <ol style="list-style-type: none"> <li>a. Analyze how the fear of the outsider and the desire for power influence character development and plot progression in literature. Construct a well-organized literary analysis that effectively integrates quotations and contextual information to support an argument about themes of fear and power in literature.</li> </ol> </li> <li>2. Performance Assessment: <b>Inquiry-based project</b> centered on student-generated questions regarding fear and conflict (could come in the form of a Learning Record or Multi-Genre assignment, where students must create artifacts such as comic book pages, movie posters, and/or short stories to prove their thesis/answer to their inquiry question).             <ol style="list-style-type: none"> <li>a. Design and produce a multi-genre artifact, such as comic book pages, movie posters, or short stories, that effectively represents and explores a thesis on fear and conflict. Incorporate thematic elements of fear and conflict into chosen genre(s) to create cohesive and meaningful artifacts that illustrate understanding of the unit.</li> </ol> </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 11th grade writing skills, speaking and listening skills, and language skills.</p>
<b>Learning Targets</b>  These establish objectives to unify the unit's essential questions and assessment targets connected to standards	<p><u>Reading</u></p> <p>SWBAT analyze how fear and the desire for power drive characters' actions in British literature.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do fear and the desire for power influence character behavior in British literature?</li> </ul> <p>SWBAT evaluate the causes and effects of World War II, the Space Race, and the Cold War using non-fiction texts and primary sources.</p> <ul style="list-style-type: none"> <li>• Essential Question: How did World War II, the Space Race, and the Cold War influence global perspectives on power and conflict?</li> </ul> <p>SWBAT identify thematic links between historical events and literary works that address fear of the outsider.</p> <ul style="list-style-type: none"> <li>• Essential Question: In what ways do historical events reflect themes of fear and conflict in literature?</li> </ul> <p>SWBAT analyze propaganda and media from the 1950s to understand how fear and political agendas were communicated.</p> <ul style="list-style-type: none"> <li>• Essential Question: How did 1950s propaganda and media reflect societal fears and political agendas?</li> </ul> <p>SWBAT interpret recorded interviews and speeches of political figures to understand their perspectives on fear and conflict.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can recorded interviews and speeches of political figures reveal their views on fear and conflict?</li> </ul> <p><u>Writing</u></p> <p>SWBAT construct a literary analysis arguing how British literary characters' fears shape their actions.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can a literary analysis illustrate the impact of fear on character development in British literature?</li> </ul> <p>SWBAT embed quotations effectively to support their arguments in literary analysis and commentary.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can embedding quotations enhance the persuasiveness of an analysis or commentary?</li> </ul>

	<p>SWBAT develop a complex analysis by providing detailed evidence from both literary texts and historical sources.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can detailed evidence from literature and history be used to construct a complex analysis?</li> </ul> <p>SWBAT write a commentary linking themes of fear and power in historical events to literary works.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can commentary link themes of fear and power in historical events to those in literature?</li> </ul> <p>SWBAT complete an inquiry-based project, creating artifacts that illustrate their understanding of fear and conflict.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can creating various artifacts demonstrate an understanding of themes related to fear and conflict?</li> </ul> <p><u>Speaking and Listening</u></p> <p>SWBAT participate in discussions about how fear and the desire for power are portrayed in literature and historical events.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can discussions enhance our understanding of how fear and power are portrayed in literature and history?</li> </ul> <p>SWBAT present an analysis of a literary character's fears and conflicts, supporting their points with evidence.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can presenting an analysis help communicate the impact of a character's fears and conflicts?</li> </ul> <p>SWBAT listen to and critically evaluate perspectives presented in interviews and speeches regarding historical conflicts.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can listening to historical figures' perspectives help in evaluating their views on conflict?</li> </ul> <p>SWBAT engage in Socratic Seminars to explore and debate the thematic connections between historical events and literature.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can engaging in Socratic Seminars deepen our understanding of thematic connections between history and literature?</li> </ul> <p>SWBAT provide constructive feedback on peers' analyses and presentations concerning fear and power.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can providing and receiving feedback improve our analyses and presentations about fear and power?</li> </ul> <p><u>Language</u></p> <p>SWBAT use advanced vocabulary related to conflict, fear, and power in their analyses and discussions.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does using advanced vocabulary enhance the clarity and impact of discussions and analyses?</li> </ul> <p>SWBAT apply correct grammar and syntax to write clear and coherent literary analyses and commentaries.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does correct grammar and syntax contribute to the effectiveness of literary analyses and commentaries?</li> </ul> <p>SWBAT integrate complex sentence structures to convey nuanced arguments about fear and power in their writing.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can complex sentence structures improve the expression of nuanced arguments?</li> </ul> <p>SWBAT employ various rhetorical devices to enhance their persuasive writing about themes of fear and conflict.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can rhetorical devices be used to strengthen persuasive writing on themes of fear and conflict?</li> </ul> <p>SWBAT edit and revise their written work to ensure coherence and logical flow of ideas regarding historical and literary analysis.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does editing and revising contribute to the coherence and effectiveness of analysis and argumentation?</li> </ul>		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>1. connotation</li> <li>2. denotation</li> <li>3. expository</li> <li>4. metaphor</li> <li>5. nuance</li> <li>6. parallelism</li> </ol>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>1. Abrasive</li> <li>2. Acrimonious</li> <li>3. Affable</li> <li>4. Ambiguous</li> <li>5. Amorphous</li> <li>6. Analogy</li> <li>7. Archaic</li> <li>8. Assuage</li> <li>9. Astute</li> <li>10. Attrition</li> <li>11. Austere</li> <li>12. Belie</li> <li>13. Blazon</li> <li>14. Bombastic</li> <li>15. Censurable</li> <li>16. Circuitous</li> <li>17. Colloquial</li> <li>18. Complement</li> </ol>	<ol style="list-style-type: none"> <li>41. Ostentatious</li> <li>42. Perfunctory</li> <li>43. Pithy</li> <li>44. Prate</li> <li>45. Prolific</li> <li>46. Propensity</li> <li>47. Prosaic</li> <li>48. Quagmire</li> <li>49. Redoubtable</li> <li>50. Repentant</li> <li>51. Scintillating</li> <li>52. Scurrilous</li> <li>53. Superfluous</li> <li>54. Terse</li> <li>55. Transgress/ Transgression</li> <li>56. Transmute</li> <li>57. Trepidation</li> <li>58. Unctuous</li> <li>59. Vapid</li> <li>60. Verbose</li> </ol>

		19. Consternation 20. Crass 21. Debonair 22. Deplorable 23. Disconcert 24. Disseminate 25. Drivel 26. Emanate 27. Equivocate 28. Erudite 29. Expurgate 30. Frivolous 31. Grandiose 32. Imperative 33. Imperious 34. Inadvertent 35. Inscrutable 36. Invective 37. Inveigh 38. Lucid 39. Mitigate 40. Neologism	<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>Explicit Instruction: Clear, direct teaching of skills and concepts.</li> <li>Modeling and demonstrating reading and writing strategies.</li> <li>Using "think-aloud" techniques to show thought processes during reading and writing.</li> <li>Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities.</li> <li>Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).</li> <li>Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects.</li> <li>Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging.</li> <li>Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction.</li> <li>Providing timely and constructive feedback on student work.</li> <li>Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension.</li> <li>Encouraging independent reading and providing time for sustained silent reading (SSR).</li> <li>Writing Supports: Using graphic organizers to help students plan and structure their writing.</li> <li>Implementing a writing process approach, including drafting, revising, editing, and publishing.</li> <li>Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary.</li> <li>Using word walls, flashcards, and vocabulary games to reinforce new words.</li> <li>Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students.</li> <li>Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.</li> <li>Building a classroom culture that encourages risk-taking, collaboration, and respect.</li> <li>Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.</li> <li>Incorporating digital literacy skills into the curriculum.</li> <li>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	<b>Major Works:</b> <i>Frankenstein</i> (Shelley); <i>Animal Farm</i> (Orwell); <i>1984</i> (Orwell); <i>Maus I &amp; II</i> (Spiegelman); <i>Watchmen</i> (Moore); <i>2001: A Space Odyssey</i> (Clarke).		

	<p><b>Thematic Connections:</b> excerpt from “Enemies From Within” (McCarthy); “McCarthyism” (USHistory.org).</p> <p><b>Supplemental short texts</b> (<i>suggested titles</i>): “Allegory of the Cave” (Plato); “Opposing Innovation” (Kubic); various poems from the Romantics (Wordsworth, Coleridge, Shelley, Keats, &amp; Byron); “The Star” (Wells); “There Will Come Soft Rains” (Teasdale); “The Open Boat” (Crane); “Bag of Bones” (Mikhail); “The Veldt” (Bradbury).</p> <p><b>Multimedia Texts (TED, Youtube):</b> <a href="#">“Don’t Fear Technology, Fear Yourself”</a> (Anglero TED Talk); <a href="#">“Technology - A Spoken Word”</a> (YouTube); <a href="#">Exogenesis: Symphony Parts 1, 2, &amp; 3</a> (Muse).</p> <p><b>Independent Reading options:</b> <i>Student choice of teacher’s selections</i></p>
<p><b>Standards</b></p> <p>English Language Arts: <a href="#">11-12 ELA Standards</a></p>	<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>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>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.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.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.</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><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 writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</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>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).</p> <p><u>Speaking and Listening</u></p> <p>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.</p> <p>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.</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> <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>Interdisciplinary Connections &amp; Standards</p> <p>Visual and Performing Arts: <a href="#">Standards</a></p> <p>Social Studies/History: <a href="#">Standards</a></p> <p>21st Century Skills, Technology, Career Education: <a href="#">Standards</a></p>	<p>Social Studies/History:</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>Career Readiness, Life Literacies, and Key Skills:</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., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</li> </ul>
Accommodations & Modifications	<p><b><u>Accommodations and Modifications</u></b></p> <p><u>Gifted and Talented</u></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> </ul>



- Provide additional questions that prompt extensions of understanding
- Require research for projects in a specified format
- Provide assessment choices that require more detail and deeper understanding

[Special Education Accommodations/Modifications](#)

[504 Accommodations/Modifications](#)

[MLL Accommodations/Modifications](#)

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## Unit 4: Human Rights: The Fight for Unquestioning Freedom

### Timeframe

10 weeks

### Unit 4 Overview

In this unit the students will focus on the fight for equality, not only in the past but in our modern world as well. By exploring the work of the female suffragettes of the late nineteenth and early twentieth centuries up to the Mexican boycotters of the 1970s, students will develop a deeper understanding of the human fight to assert our individuality and identity, as well as the obligation to call attention to the brotherhood of humanity. By closely reading fiction and nonfiction texts, students will learn to notice structural choices and infer why the author made those choices. We will also focus on voice and the point of view, which is often coming from a character struggling for liberation and validation, thus shaping the overall theme of the text. Students will then have the opportunity to reflect on the American struggle for equality through expository writing, researching contemporary issue, and exploring/proposing societal change.

### Essential Questions:

These establish inquiry to align the unit's assignments and assessments

- How can a social movement change a society?
- How does a character's voice and point of view shape the meaning of a text?
- How does the structure of a text impact its overall meaning?
- How do different authors reflect similar themes?
- In what ways can a speaker being engaging and effective?

### Assessment

[Summative/Performance Assessments Plan](#)

**MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade**

1. **Expository (informative/explanatory) essay** that includes a careful selection, organization, and analysis of content in which the student proposes a change in law to ensure the rights of a specific group or defines a simple concept such as "The American Dream" or "True Patriotism."
  - a. Develop a clear and focused thesis statement that proposes a specific change in law or defines a concept such as "The American Dream" or "True Patriotism." Organize and present content logically, including relevant evidence and analysis to support their proposal or definition. Analyze and synthesize information from multiple sources to provide a well-rounded and informed explanation or proposal.
2. **Performance Assessment:**
  - a. **Multimedia project:** Students (individually or in small groups) research a contemporary issue and create and present their own modern social movements using multiple forms of propaganda to deliver and present their message
    - i. Research a contemporary issue thoroughly, identifying key aspects and perspectives to develop a well-informed modern social movement proposal. Create and utilize various forms of propaganda, such as posters, videos, and social media content, to effectively communicate message and persuade audience. Present multimedia project clearly and persuasively
  - b. **Bill and Mock Congress:** Students create an original bill, which will be sent to a committee (groups of 4-5) for review, revision, rejection, consolidation, or approval as written, to propose and defend in writing and oral argument before mock Congressional sessions.
    - i. Draft a clear and detailed bill proposal, including objectives, provisions, and rationale, to effectively communicate intent. Participate in a



	<p>committee review process by providing constructive feedback, suggesting revisions, and engaging in collaborative decision-making regarding the bill. Defend their bill both in writing and orally, presenting arguments and evidence to persuade their peers and mock Congressional sessions of its merits and feasibility.</p> <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 11th grade writing skills, speaking and listening skills, and language skills.</p>
<p><b>Learning Targets</b></p> <p>These establish objectives to unify the unit's essential questions and assessment targets connected to standards</p>	<p><u>Reading</u></p> <p>SWBAT analyze structural choices in fiction and nonfiction texts to determine their impact on the author's message.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do authors' structural choices influence the delivery of their message?</li> </ul> <p>SWBAT identify and explain the use of point of view in texts and how it reflects the struggles for liberation and validation.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does the point of view in a text shape the reader's understanding of the character's struggle?</li> </ul> <p>SWBAT evaluate how authors use literary devices to highlight themes related to individuality and equality.</p> <ul style="list-style-type: none"> <li>• Essential Question: How do literary devices contribute to the development of themes related to individuality and equality?</li> </ul> <p>SWBAT compare and contrast the representation of struggles for equality in historical and contemporary texts.</p> <ul style="list-style-type: none"> <li>• Essential Question: In what ways do historical and contemporary texts differ in their representation of struggles for equality?</li> </ul> <p>SWBAT infer the author's purpose and perspective by analyzing the tone and content of both fiction and nonfiction texts.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can analyzing tone and content reveal an author's purpose and perspective?</li> </ul> <p><u>Writing</u></p> <p>SWBAT compose an expository essay reflecting on the American struggle for equality using evidence from texts studied.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can historical and literary evidence be used to reflect on contemporary issues of equality?</li> </ul> <p>SWBAT research contemporary issues related to equality and write a well-structured argumentative essay proposing societal change.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can research and argumentation be employed to propose effective societal changes?</li> </ul> <p>SWBAT develop a thesis statement that clearly presents their argument or reflection on issues of individuality and identity.</p> <ul style="list-style-type: none"> <li>• Essential Question: What makes a strong thesis statement in discussing individuality and identity?</li> </ul> <p>SWBAT use varied sentence structures and precise language to effectively convey their analysis and arguments in writing.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can varied sentence structures and precise language enhance the clarity and impact of written arguments?</li> </ul> <p>SWBAT integrate quotes and evidence from texts seamlessly into their writing to support their points and analyses.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can integrating quotes and evidence strengthen the arguments made in writing?</li> </ul> <p><u>Speaking and Listening</u></p> <p>SWBAT engage in discussions to analyze and critique different perspectives on the fight for equality presented in texts.</p> <ul style="list-style-type: none"> <li>• Essential Question: How can discussing various perspectives deepen our understanding of the fight for equality?</li> </ul> <p>SWBAT present their research findings on contemporary issues related to equality in a clear and persuasive manner.</p> <ul style="list-style-type: none"> <li>• Essential Question: What strategies are effective in presenting research findings on contemporary issues?</li> </ul> <p>SWBAT participate in a Socratic seminar by posing and responding to questions about the themes and messages in the texts studied.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does participating in a Socratic seminar enhance our understanding of text themes and messages?</li> </ul> <p>SWBAT use effective communication skills to debate and discuss proposed societal changes based on their research and writing.</p> <ul style="list-style-type: none"> <li>• Essential Question: What communication skills are crucial for effectively debating and discussing proposed societal changes?</li> </ul> <p>SWBAT listen actively and provide constructive feedback to peers during collaborative activities and discussions.</p> <ul style="list-style-type: none"> <li>• Essential Question: How does active listening and constructive feedback contribute to collaborative learning and improvement?</li> </ul> <p><u>Language</u></p> <p>SWBAT analyze the use of figurative language and its role in conveying themes of equality and individuality in texts.</p>

	<ul style="list-style-type: none"> <li>• Essential Question: How does figurative language contribute to the development of themes in texts? SWBAT identify and use academic vocabulary related to the study of social issues and analysis.</li> <li>• Essential Question: How does using academic vocabulary enhance our understanding and discussion of social issues and literary analysis? SWBAT differentiate between connotations and denotations in language to better understand the author's intent and thematic elements.</li> <li>• Essential Question: How do connotations and denotations influence our interpretation of an author's intent and thematic elements? SWBAT apply grammatical rules to enhance the clarity and effectiveness of their writing and presentations.</li> <li>• Essential Question: How do applying grammatical rules improve the clarity and effectiveness of written and spoken communication? SWBAT use transitions and cohesive devices to create logical flow in their written and spoken arguments.</li> <li>• Essential Question: How do transitions and cohesive devices contribute to the logical flow of arguments in writing and speaking?</li> </ul>		
Vocabulary	<p>Discipline-specific vocabulary used throughout the unit:</p> <ol style="list-style-type: none"> <li>1. Narrative Perspective</li> <li>2. Structural Choices</li> <li>3. Expository Writing</li> <li>4. Rhetorical Strategies</li> <li>5. Contextualization</li> </ol>	<p>Content-specific vocabulary students may learn during reading:</p> <ol style="list-style-type: none"> <li>1. Abominable</li> <li>2. Aggrandize</li> <li>3. Amnesty</li> <li>4. Anomalous</li> <li>5. Aspersion</li> <li>6. Atrophy</li> <li>7. Autonomy</li> <li>8. Bedlam</li> <li>9. Brusque</li> <li>10. Cajole</li> <li>11. Castigate</li> <li>12. Caveat</li> <li>13. Circumvent</li> <li>14. Contemptuous</li> <li>15. Culpable</li> <li>16. Deleterious</li> <li>17. Disavow</li> <li>18. Estranged</li> <li>19. Evanescent</li> <li>20. Exculpate</li> <li>21. Expiate</li> <li>22. Filch</li> <li>23. Flout</li> <li>24. Foil</li> <li>25. Fortuitous</li> <li>26. Harbinger</li> <li>27. Heathen</li> <li>28. Heinous</li> </ol>	<ol style="list-style-type: none"> <li>41. Propitious</li> <li>42. Pusillanimous</li> <li>43. Rancor</li> <li>44. Relegate</li> <li>45. Reprobate</li> <li>46. Repugnant</li> <li>47. Reticent</li> <li>48. Retrospect</li> <li>49. Scathing</li> <li>50. Seditious</li> <li>51. Sedulous</li> <li>52. Soporific</li> <li>53. Subversive</li> <li>54. Surreptitious</li> <li>55. Sycophant</li> <li>56. Valor</li> <li>57. Vanquish</li> <li>58. Vicarious</li> <li>59. Vitriolic</li> <li>60. Winsome</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-generate lists will foster ownership of the learning process.</p>

		29. Ignoble 30. Imperial 31. Infirmary 32. Insurgent 33. Irresolute 34. Jocund 35. Knell 36. Masochist 37. Megalomania 38. Palpable 39. Peculate 40. Proclivity	
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>Major Works:</b> <i>The Handmaid's Tale</i> (Atwood); <i>Never Let Me Go</i> (Ishiguro); <i>White Teeth</i> (Smith); <i>A Room of One's Own</i> (Woolf); <i>Wuthering Heights</i> (Bronte)</p> <p><b>Thematic Connections:</b> "Declaration of Sentiments and Resolutions" (Stanton); "Address to Congress on Women's Suffrage" (Catt); "Testimony Before the Senate Hearings on the Equal Rights Amendment" (Steinem)</p>		



	<p>demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p><b>Speaking and Listening</b></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>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.</p> <p>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.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p><b>Language</b></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> <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></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> </ul>

<p><b>Visual and Performing Arts:</b> <a href="#">Standards</a></p> <p><b>Social Studies/History:</b> <a href="#">Standards</a></p> <p><b>21st Century Skills, Technology, Career Education:</b> <a href="#">Standards</a></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> <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>Social Studies/History::</b></p> <ul style="list-style-type: none"> <li>• 6.1.12.CivicsPI.4 - Analyze the role of citizens in the democratic process and their responsibility to engage in civic life.</li> <li>• 6.1.12.CivicsPI.5 - Evaluate the effectiveness of different strategies used by individuals or groups to influence government decision-making.</li> <li>• 6.1.12.CivicsPI.7 - Assess the impact of civic engagement on the development of laws and policies.</li> <li>• 6.1.12.HistoryCC.4 - Evaluate the impact of major social movements on society, including their influence on legislation and public policy.</li> <li>• 6.1.12.HistoryUP.3 - Analyze the role of individuals and groups in shaping public policy and reform movements.</li> <li>• 6.1.12.EconEM.2 - Examine the role of government in shaping economic policies and its impact on society.</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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