

Marking Period		Unit Title	Recommended Instructional Days
3		<i>Seeking Valor in Hardship: Morality During and After The Great Depression</i>	8-10 Weeks
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit</b></p>	
<p><b>Progress Indicator:</b>  <i>Key Ideas &amp; Details</i>            RL.11-12.1            RL.11-12.2            RL.11-12.3  <i>Craft &amp; Structure</i>            RL.11-12.4            RL.11-12.5            RL.11-12.6  <i>Integration of Knowledge and Ideas</i>            RL.11-12.7            RL.11-12.8            RL.11-12.9  <i>Range of Reading and Level of Text Complexity</i>            RL.11-12.10</p>	<p><b>Progress Indicator:</b>  <i>Key Ideas and Details</i>            RI.11-12.1            RI.11-12.2            RI.11-12.3  <i>Craft and Structure</i>            RI.11-12.4            RI.11-12.5            RI.11-12.6            RI.11-12.7            RI.11-12.8            RI.11-12.9  <i>Range of Reading and Level of Text Complexity</i>            RI.11-12.10</p>		
<b>Companion Standards Subject:</b>	<b>Writing Strand:</b>		
<p><b>Progress Indicator:</b>  <i>Key Ideas &amp; Details</i>            RH.11-12.1            RH.11-12.2            RH.11-12.3  <i>Craft &amp; Structure</i>            RH.11-12.4</p>	<p><b>Progress Indicator:</b>  <i>Text Types and Purposes</i>            W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using</p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>What are the rhetorical effects of such syntactical techniques as periodic sentences, imperative sentences, parallel structure, etc.?</li> <li>What mediums were used during the Great Depression to palliate the economic suffering for the majority of Americans?</li> </ul>	

<p><i>RH.11-12.5</i> <i>RH.11-12.6</i> <i>Integration of Knowledge and Ideas</i> <i>RH.11-12.7</i> <i>RH.11-12.8</i> <i>RH.11-12.9</i> <i>Range of Reading and Level of Text Complexity</i> <i>RH.11-12.10</i></p>	<p><i>valid reasoning and relevant and sufficient evidence.</i></p> <p><i>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p> <p><i>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p> <p><i>Production and Distribution of Writing</i></p> <p><i>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</i></p> <p><i>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</i></p>	<ul style="list-style-type: none"> <li>● Is morality viable in the face of great hardship, or is it a fair-weather ideal with too high a cost in trying times?</li> <li>● What rhetorical effects were achieved in FDR’s “fire-side chats”?</li> <li>● How can a speaker “win over “ a bellicose audience?</li> <li>● How do writers/speakers convey implicit meaning (the between-the-lines meaning)?</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>● The arts provide a powerful medium that we may use as a lens to evaluate history.</li> <li>● Speakers use the art of rhetoric to further their ends, whether those ends are for good or ill.</li> <li>● Understanding a speaker’s methodology can immunize an audience against manipulation, can enhance comprehension, can provide a scaffold on which to build one’s own argument.</li> <li>● Argument is most effective when it is informed and structured rationally.</li> <li>● Rhetorical speaking techniques can extend beyond the written word (i.e. body language, eye contact, gestures, etc.).</li> <li>● Rhetorical strategies are not exclusive to nonfiction writing. All writers apply such strategies in order to develop attitude, symbolism, and theme.</li> <li>● The Great Depression challenged American mindsets and cast politicians in a negative light that President Roosevelt needed to re-shade, and one method by which he did so was speeches.</li> <li>● Implicit meaning is often best interpreted once the purpose of the whole text is identified.</li> </ul>
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	<p><i>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</i></p> <p><i>Research to Build and Present Knowledge</i></p> <p><i>W.11-12.7. 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.</i></p> <p><i>W.11-12.8. 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).</i></p> <p><i>W.11-12.9. Draw evidence from literary or informational texts to</i></p>	<ul style="list-style-type: none"><li>● Rhetorical strategies can be the difference between an unwieldy crowd and an attentive audience.</li><li>● Syntactical techniques can serve various purposes (e.g. varying pace, building momentum, establishing rhythm, mirroring content).</li></ul> <p><b>Anchor Texts: <i>The Grapes of Wrath</i> by John Steinbeck</b></p> <ul style="list-style-type: none"><li>● Activate prior knowledge by having students research elements of the Great Depression (e.g. the stock market crash, the banking crisis, the Dust Bowl, etc.)</li><li>● Anticipatory sets (Do Now, enter cards, student-generated questions)</li><li>● Student-driven analysis and discussion of assorted texts, with instructor support</li><li>● Oral or written responses to discussion questions</li><li>● Literary/rhetorical analyses of selected texts</li><li>● Direct instruction regarding the use of text to effectively support a claim</li></ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"><li>● Marge Piercy, “To Be of Use”</li><li>● E.Y. Harburg, “Brother, Can You Spare a Dime”</li></ul> <p><b>Supplementary Nonfiction:</b></p> <ul style="list-style-type: none"><li>● Fareed Zakaria, “How to Restore the American Dream”</li><li>● Matthew B. Crawford, “The Case for Working with Your Hands”</li></ul>
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	<p><i>support analysis, reflection, and research.</i></p> <p><i>Range of Writing</i></p> <p><i>W.11-12.10. 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.</i></p>	<ul style="list-style-type: none"> <li>● Franklin Delano Roosevelt's First, Second, and Third Inaugural Addresses</li> <li>● Franklin Delano Roosevelt's "Quarantine Speech"</li> <li>● Juliet Schor, "The New Consumerism"</li> <li>● Eric Schlosser, from <i>In the Strawberry Fields</i></li> <li>● Lars Eighner, "On Dumpster Diving"</li> <li>● Jonathan Swift, "A Modest Proposal"</li> <li>● Virginia Woolf, "Thoughts on Peace in an Air Raid"</li> </ul>
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>	<p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● AP-styled Multiple Choice Tests</li> <li>● Speech Project</li> <li>● Jigsaw Activity with the following three sources: Chapter 29 of <i>The Grapes of Wrath</i>, "The Migrant Experience," and an article from <i>The Indian Valley Record</i>.</li> <li>● Composition: Argumentation <ul style="list-style-type: none"> <li>○ Prompt: In Chapter 27, Steinbeck comments on honesty. Identify the theme of this chapter, then qualify, defend, or challenge Steinbeck's claim and assumptions.</li> </ul> </li> <li>● Composition: Rhetorical Analysis of an excerpted passage from <i>The Grapes of Wrath</i> (Type 4) <ul style="list-style-type: none"> <li>○ Prompt: Chapter 25 gives the reason for the title of <i>The Grapes of Wrath</i>. Explain how Steinbeck develops his claim or thesis in this</li> </ul> </li> </ul>
<p><b>Progress Indicator:</b> <b>Comprehension and Collaboration</b> SL.11-12.1A-D SL.11-12.2 SL.11-12.3 <b>Presentation of Knowledge and Ideas</b> SL.11-12.4 SL.11-12.5 SL.11-12.6</p>	<p><b>Progress Indicator:</b> <b>Conventions of Standard English</b> L.11-12.1 L.11-12.2A-B <b>Knowledge of Language</b> L.11-12.3 L.11-12.4A-D L.11-12.5 L.11-12.6</p>	
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Social Awareness</li> <li>● Responsible Decision-Making</li> <li>● Relationship Skills</li> </ul>	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> </ul>	

	<ul style="list-style-type: none"><li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li><li>● Recognize one's personal traits, strengths, and limitations</li><li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li></ul> <p><u>Self- Management</u></p> <ul style="list-style-type: none"><li>● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li><li>● Recognize the skills needed to establish and achieve personal and educational goals</li><li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li></ul> <p><u>Social Awareness</u></p> <ul style="list-style-type: none"><li>● Recognize and identify the thoughts, feelings, and perspectives of others</li><li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li><li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul> <p><u>Responsible Decision-Making</u></p>	<p>chapter. Be sure to use evidence from the text.</p> <ul style="list-style-type: none"><li>● Composition: Synthesis<ul style="list-style-type: none"><li>○ After rereading Chapter 29, "The Migrant Experience," and "Ralph Taylor's news article, compose an essay in which you determine whether the migrants were right to travel to California.</li></ul></li></ul> <p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"><li>● Suggested Social Studies Resources for Content-Area Integration<ul style="list-style-type: none"><li>- 6.1.12.C.8.b—<i>Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women</i></li><li>-6.1.12.A.11.e <i>Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</i></li><li>-<i>Connections to NJSLS – Mathematics</i></li><li><i>MP.2 Reason abstractly and quantitatively. (HS-LS4-1)</i></li></ul></li></ul>
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	<ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one's actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul> <p><u>Relationship Skills</u></p> <ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>• Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Quizzes: designed to check for understanding of meaning and strategies, and vocabulary comprehension from relevant readings</li> <li>• Model Advanced Placement Test (for data purposes only)</li> <li>• Small and large group discussions</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• Grade 11 District Assessment</li> <li>• Essays of various types will also be used as measurements for student progress</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• AP-styled Multiple Choice Tests</li> <li>• Speech Project</li> </ul>

<ul style="list-style-type: none"><li>o Socratic Seminars discussing assigned novels</li><li>o Turn-and-Talk</li><li>o Think/Pair/Share</li><li>● Literature and Informational Text analyses</li><li>● Short-Constructed-Response Questions</li><li>● Current Events (independent readings and presentations)</li><li>● Alternative Assessments (projects, student portfolios, performance based assessments)</li></ul>	<ul style="list-style-type: none"><li>● Composition: Argumentation<ul style="list-style-type: none"><li>o Prompt: In Chapter 27, Steinbeck comments on honesty. Identify the theme of this chapter, then qualify, defend, or challenge Steinbeck’s claim and assumptions.</li></ul></li><li>● Composition: Rhetorical Analysis of an excerpted passage from <i>The Grapes of Wrath</i> (Type 4)<ul style="list-style-type: none"><li>o Prompt: Chapter 25 gives the reason for the title of <i>The Grapes of Wrath</i>. Explain how Steinbeck develops his claim or thesis in this chapter. Be sure to use evidence from the text.</li></ul></li><li>● Composition: Synthesis<ul style="list-style-type: none"><li>o After rereading Chapter 29, “The Migrant Experience,” and “Ralph Taylor’s news article, compose an essay in which you determine whether the migrants were right to travel to California.</li></ul></li><li>● Vocabulary journal</li></ul>		
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"><li>● Print version of <i>The Grapes of Wrath</i></li><li>● Print and digital versions of various</li></ul>	<ul style="list-style-type: none"><li>● Extra Support Readers</li><li>● Provide options for Comprehension</li><li>● Tiered Content/Activities</li></ul>	<ul style="list-style-type: none"><li>● Online Thesaurus</li><li>● Extra Support Readers</li><li>● Tiered Content/Activities</li></ul>	<ul style="list-style-type: none"><li>● Enrichment Readers</li><li>● Enrichment Activities</li><li>● Compacting</li><li>● Tiered Content/Activities</li></ul>

non-fiction texts	<ul style="list-style-type: none"> <li>● Provide a variety of materials</li> <li>● Provide options for perception</li> <li>● Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>● Provide a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>● Provide a variety of rigorous materials</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebook(s)</li> <li>● Whiteboard/Smartboard</li> <li>● Projector</li> <li>● Document Camera</li> <li>● Graphic organizers</li> <li>● Schoology</li> <li>● Google Drive</li> <li>● NewsELA</li> <li>● Power Point/Google Slides</li> <li>● Vocabulary.com</li> <li>● Quizlet</li> <li>● Common Lit</li> <li>● TedEd</li> <li>● Textbook: <i>The Language of Composition</i> and <i>The Norton Field Guide to Writing with Readings, Fifth Edition</i></li> <li>● Websites: <ul style="list-style-type: none"> <li>○ Blendspace</li> <li>○ EdPuzzle</li> <li>○ Flubaroo (assessment add-on in Google)</li> <li>○ Formative</li> <li>○ Google Cultural Institute</li> <li>○ TodaysMeet</li> <li>○ Newsela</li> <li>○ Kahoot</li> <li>○ PollEverywhere</li> <li>○ Socratic</li> </ul> </li> </ul>			



- Plickers
- Google Lit Trips
- Google Cardboard
- SMART Technologies
- *The New York Times*: The Learning Network

Other:

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**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Learning Contracts</li> <li>● Centers/Stations</li> <li>● Interactive Journals</li> <li>● Leveled Readers</li> <li>● Online Simulations</li> <li>● Teacher Editions</li> <li>● Student Editions</li> </ul>	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessments and/or rubrics.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Civic Responsibility</b>	
	<b>Core Ideas:</b>	There are actions an individual can take to help make this world a better place.
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	

Content Area: English Language Arts (NJSLS-ELA) Grades 6 - 12  
Grade: Advanced Placement 11

Dev. Date:  
09/2021

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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