

[NJSLS Grades 11-12](#)

Marking Period		Unit Title	Recommended Instructional Days
1		<i>Progressive Philosophies and the Lost Generation</i>	8-10 Weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit</p>	
<p>Progress Indicator: <i>Key Ideas & Details</i> <i>RL.11-12.1</i> <i>RL.11-12.2</i> <i>RL.11-12.3</i> <i>Craft & Structure</i> <i>RL.11-12.4</i> <i>RL.11-12.5</i> <i>RL.11-12.6</i> <i>Integration of Knowledge and Ideas</i> <i>RL.11-12.7</i> <i>RL.11-12.8</i> <i>RL.11-12.9</i> <i>Range of Reading and Level of Text Complexity</i> <i>RL.11-12.10</i></p>	<p>Progress Indicator: <i>Key Ideas and Details</i> <i>RI.11-12.1</i> <i>RI.11-12.2</i> <i>RI.11-12.3</i> <i>Craft and Structure</i> <i>RI.11-12.4</i> <i>RI.11-12.5</i> <i>RI.11-12.6</i> <i>RI.11-12.7</i> <i>RI.11-12.8</i> <i>RI.11-12.9</i> <i>Range of Reading and Level of Text Complexity</i> <i>RI.11-12.10</i></p>		
Companion Standards Subject:	Writing Strand:		
<p>Progress Indicator: <i>Key Ideas & Details</i> <i>RH.11-12.1</i> <i>RH.11-12.2</i> <i>RH.11-12.3</i> <i>Craft & Structure</i> <i>RH.11-12.4</i> <i>RH.11-12.5</i></p>	<p>Progress Indicator: <i>Text Types and Purposes</i> <i>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using</i></p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> To what extent does the art of rhetoric enhance the efficacy of a text, speech, or visual medium? In what manner does rhetoric aid in the art of persuasion? What consequences (positive and negative) result from the use of rhetoric? 	

<p><i>RH.11-12.6 Integration of Knowledge and Ideas RH.11-12.7 RH.11-12.8 RH.11-12.9 Range of Reading and Level of Text Complexity 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"> ● How do visual images relate to written texts, and/or how do visual images serve as alternative forms of texts? ● How is the Modern Language Association (MLA) format employed in academic writing? ● How does the Aristotelian Triangle affect the interpretation of a given discourse? ● What values should guide us on the search for human identity? ● How do societal ideologies develop? How are they promulgated? ● What effects did gender roles have on late nineteenth- and early twentieth-century societies? ● Are innovations in technology always beneficial? ● Do conflicts change the world, or does a changing world produce conflict? ● Has the purpose of government and law changed since ratification of the Constitution? ● Is it acceptable to intervene in another party's affairs? ● What determines one's role in society? <p>Learning Targets:</p> <ul style="list-style-type: none"> ● Rhetoric is a powerful tool used in analysis, argument, exposition, and narration. ● Connotation and denotation can have profound effects on the interpretation of meaning at various levels. ● Language is a tool of expression but also wields power, and this power has been used for good and ill throughout history. ● Understanding the effects of rhetoric aids an individual in separating propaganda from fair argument. ● Expression is not solely achieved through words—various visual mediums engage in a different
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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>	<p>form of expression that is no less effective in conveying, through rhetoric, profound meaning.</p> <ul style="list-style-type: none">• The issues of industrialization and an agrarian society have influenced the way of life in the United States, and this tension has been expressed in the writings of Emerson, Frost, and Thoreau.• When attempting to do “good”, nations and individuals will suppress the opinions of the minority, often through propaganda.• Read, comprehend, interpret, and analyze fiction and nonfiction, focusing primarily on authorial style and purpose.• Assess written and spoken compositions for rhetorical/stylistic devices, as well as identify the effect of such devices.• Identify and analyze the tones of Nationalism and militarism in various speeches from the Progressive Era.• Engage in debates on the topic of imperialism, utilizing rhetorical strategies for persuasion.• Analyze the effects of Roosevelt’s “Big Stick” diplomacy.• Engage in Rogerian Arguments, utilizing rhetorical strategies to further their claims. <p>Anchor Text: <i>A Farewell to Arms</i> by Ernest Hemingway</p> <ul style="list-style-type: none">• Activate prior knowledge: Discuss the generation that survived World War I—what Gertrude Stein dubbed “The Lost Generation”—and how the war impacted their values and perspectives• Anticipatory sets (Do Now, enter cards, student-generated questions)
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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"> • Student-driven analysis and discussion of assorted texts, with instructor support • Oral or written responses to discussion questions • Literary/rhetorical analyses of selected texts • Direct instruction regarding the use of text to effectively support a claim
Speaking and Listening Strand:	Language Strand:	<p>Poetry:</p> <p>Theodore Roethke's "My Papa's Waltz"</p> <p>Robert Frost's "The Road Not Taken"</p> <p>Robert Pinsky's "Shirt"</p> <p>Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a)</i></p> <p>John McCrae, "In Flanders Fields"</p>
<p>Progress Indicator:</p> <p>Comprehension and Collaboration</p> <p>SL.11-12.1A-D</p> <p>SL.11-12.2</p> <p>SL.11-12.3</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.11-12.4</p> <p>SL.11-12.5</p> <p>SL.11-12.6</p>	<p>Progress Indicator:</p> <p>Conventions of Standard English</p> <p>L.11-12.1</p> <p>L.11-12.2A-B</p> <p>Knowledge of Language</p> <p>L.11-12.3</p> <p>L.11-12.4A-D</p> <p>L.11-12.5</p> <p>L.11-12.6</p>	<p>Supplementary Non-fiction:</p> <p>Upton Sinclair's <i>The Jungle</i></p> <p>Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a)</i></p> <p>Eric Schlosser's <i>Fast Food Nation</i></p> <p>Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a), (Standards in Action: Climate Change)</i></p> <p>Nancy Mair's "On Being a Cripple"</p> <p>(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)</p> <p>Abraham Lincoln's "Gettysburg Address"</p> <p>Theodore Roosevelt's "The Man with The MuckRake"</p>
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<ul style="list-style-type: none"> • Self- Awareness • Self- Management • Social Awareness • Responsible Decision-Making • Relationship Skills 	<p><u>Self- Awareness</u></p> <ul style="list-style-type: none"> • Recognize one's feelings and thoughts 	<p>Activity Description:</p> <ul style="list-style-type: none"> • SAT-styled Multiple Choice Tests • Composition: Argumentative essay on the role of art in representing society.

	<ul style="list-style-type: none"> • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges <p><u>Self- Management</u></p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals <p><u>Social Awareness</u></p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings <p><u>Responsible Decision-Making</u></p>	<ul style="list-style-type: none"> o Prompt: Can art act as a lens with which to view and develop a deeper understanding of a particular historical period, people, ideology? In what manners is art a lens? Utilize at least three recent readings in your constructed response. <p>Supplementary Fiction and Non-fiction:</p> <ul style="list-style-type: none"> • Chopin, Kate, <i>The Awakening</i> (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35) • David, Jacques-Louis, <i>The Death of Socrates</i> (oil on canvas) • Gaarder, Jostein, <i>Sophie's World</i> • Machiavelli, Niccolo, selections from <i>The Prince</i> • Plato, "The Allegory of the Cave" from <i>The Republic</i> • Thoreau, Henry David, from <i>Walden</i> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Suggested Social Studies Resources for Content-Area Integration <ul style="list-style-type: none"> -6.1.12.A.3.g—Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices -6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the
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	<ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one's actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions <p><u>Relationship Skills</u></p> <ul style="list-style-type: none">• Establish and maintain healthy relationships• Utilize positive communication and social skills to interact effectively with others• Identify ways to resist inappropriate social pressure• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways• Identify who, when, where, or how to seek help for oneself or others when needed	<i>individual, and evaluate the impact on public policies.</i>
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none">• Quizzes: designed to check for understanding of meaning and strategies, and vocabulary comprehension from relevant readings• Model Advanced Placement Test (for data purposes only)• Small and large group discussions	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none">• Grade 11 Diagnostic Assessment• Grade 11 District Assessment• Essays of various types will also be used as measurements for student progress <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none">• SAT-styled Multiple Choice Tests	

<ul style="list-style-type: none">o Socratic Seminars discussing assigned novelso Turn-and-Talko Think/Pair/Share● Literature and Informational Text analyses● Short-Constructed-Response Questions● Current Events (independent readings and presentations)● Alternative Assessments (projects, student portfolios, performance based assessments)	<ul style="list-style-type: none">● Composition: Rhetorical analysis of an excerpt from <i>A Farewell to Arms</i>.<ul style="list-style-type: none">o Prompt: How does Hemingway employ social commentary through the character Frederick Henry? How does his use of social commentary reveal his attitude toward the Lost Generation? In your analysis, be sure to identify specific literary/rhetorical techniques that help reveal and/or support your observations● Composition: Argumentative essay on Gertude Stein’s statement: “You are all a lost generation.”<ul style="list-style-type: none">o Can art act as a lens with which to view and develop a deeper understanding of a particular historical period, people, ideology? In what manners is art a lens? Utilize at least two recent readings in your constructed response..● Vocabulary journal		
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">● Print version of <i>A Farewell to Arms</i>● Print and digital versions of various	<ul style="list-style-type: none">● Extra Support Readers● Provide options for Comprehension● Tiered Content/Activities	<ul style="list-style-type: none">● Online Thesaurus● Extra Support Readers● Tiered Content/Activities	<ul style="list-style-type: none">● Enrichment Readers● Enrichment Activities● Compacting● Tiered Content/Activities

non-fiction texts	<ul style="list-style-type: none"> ● Provide a variety of materials ● Provide options for perception ● Manipulatives 	<ul style="list-style-type: none"> ● Provide a variety of materials 	<ul style="list-style-type: none"> ● Provide a variety of rigorous materials
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebook(s) ● Whiteboard/Smartboard ● Projector ● Document Camera ● Graphic organizers ● Schoology ● Google Drive ● NewsELA ● Power Point/Google Slides ● Vocabulary.com ● Quizlet ● Common Lit ● TedEd ● Textbook: <i>The Language of Composition</i> ● Websites: <ul style="list-style-type: none"> ○ College Board ○ Google News Archive ○ American Rhetoric ○ Jacques Louis David “The Death of Socrates,” The Metropolitan Digital Collection ○ The New York Times ○ The Library of Congress Digital Collection ○ Elizabeth Cady Stanton, The History Place (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35) ○ Blendspace ○ EdPuzzle ○ Flubaroo (assessment add-on in Google) 			

- Formative
- Google Cultural Institute
- TodaysMeet
- Newsela
- Kahoot
- PollEverywhere
- Socratic
- 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"> ● Learning Contracts ● Centers/Stations ● Interactive Journals ● Leveled Readers ● Online Simulations ● Teacher Editions ● Student Editions 	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	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 student to related talent development opportunities.

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

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		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>