

[NJSLs Grades 11-12](#)

Marking Period		Unit Title	Recommended Instructional Days
3		<i>The Dust Bowl and American Exceptionalism: Individual Will Against Insurmountable Odds</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> RL.11-12.1 RL.11-12.2 RL.11-12.3 <i>Craft & 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>Progress Indicator: <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>		
Companion Standards Subject:	Writing Strand:		
<p>Progress Indicator: <i>Key Ideas & Details</i> RH.11-12.1 RH.11-12.2 RH.11-12.3 <i>Craft & Structure</i> RH.11-12.4</p>	<p>Progress Indicator: <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>Essential Question/s:</p> <ul style="list-style-type: none"> What are the rhetorical effects of such syntactical techniques as periodic sentences, imperative sentences, parallel structure, etc.? What mediums were used during the Great Depression to palliate the economic suffering for the majority of Americans? 	

<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"> ● Is morality viable in the face of great hardship, or is it a fair-weather ideal with too high a cost in trying times? ● What rhetorical effects were achieved in FDR’s “fire-side chats”? ● How can a speaker “win over “ a bellicose audience? ● How do writers/speakers convey implicit meaning (the between-the-lines meaning)? <p>Learning Targets:</p> <ul style="list-style-type: none"> ● The arts provide a powerful medium that we may use as a lens to evaluate history. ● Speakers use the art of rhetoric to further their ends, whether those ends are for good or ill. ● 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. ● Argument is most effective when it is informed and structured rationally. ● Rhetorical speaking techniques can extend beyond the written word (i.e. body language, eye contact, gestures, etc.). ● Rhetorical strategies are not exclusive to nonfiction writing. All writers apply such strategies in order to develop attitude, symbolism, and theme. ● 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. ● Implicit meaning is often best interpreted once the purpose of the whole text is identified.
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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"> ● Rhetorical strategies can be the difference between an unwieldy crowd and an attentive audience. ● Syntactical techniques can serve various purposes (e.g. varying pace, building momentum, establishing rhythm, mirroring content). <p>Anchor Texts: <i>The Grapes of Wrath</i> by John Steinbeck and <i>Arthur Miller's Death of a Salesman</i> (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)</p> <ul style="list-style-type: none"> ● 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.) <ul style="list-style-type: none"> ○ Review the historical context of post World War II life and the birth of American Exceptionalism ● Anticipatory sets (Do Now, enter cards, student-generated questions) ● 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 <p>Poetry:</p> <ul style="list-style-type: none"> ● Marge Piercy, "To Be of Use" ● E.Y. Harburg, "Brother, Can You Spare a Dime" <p>Supplementary Nonfiction:</p> <ul style="list-style-type: none"> ● Fareed Zakaria, "How to Restore the American Dream"
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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>	
Speaking and Listening Strand:	Language Strand:	
<p>Progress Indicator: Comprehension and Collaboration SL.11-12.1A-D SL.11-12.2 SL.11-12.3 Presentation of Knowledge and Ideas SL.11-12.4 SL.11-12.5 SL.11-12.6</p>	<p>Progress Indicator: Conventions of Standard English L.11-12.1 L.11-12.2A-B Knowledge of Language L.11-12.3 L.11-12.4A-D L.11-12.5 L.11-12.6</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>(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)</p> <ul style="list-style-type: none"> Matthew B. Crawford, "The Case for Working with Your Hands" (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) Franklin Delano Roosevelt's First, Second, and Third Inaugural Addresses (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) Franklin Delano Roosevelt's "Quarantine Speech" (Holocaust Law: N.J.S.A. 18A:35-28) World War II Propaganda Examples Nora Levin, "The Holocaust: The Destruction of European Jewry" (Holocaust Law: N.J.S.A. 18A:35-28) Juliet Schor, "The New Consumerism" Eric Schlosser, from <i>In the Strawberry Fields</i> Lars Eighner, "On Dumpster Diving" (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) Jonathan Swift, "A Modest Proposal" Virginia Woolf, "Thoughts on Peace in an Air Raid" (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) Katherine Rampell's "Fatalism and the American Dream"

	<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>	<p><u>Activity Description:</u></p> <ul style="list-style-type: none">● Sat-styled Multiple Choice Tests● Speech Project● 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>.● Composition: Argumentation<ul style="list-style-type: none">○ Prompt: In Chapter 27, Steinbeck comments on honesty. Identify the theme of this chapter, then qualify, defend, or challenge Steinbeck's claim and assumptions.● Composition: Rhetorical Analysis of an excerpted passage from <i>The Grapes of Wrath</i> (Type 4)<ul style="list-style-type: none">○ 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.● Composition: Synthesis<ul style="list-style-type: none">○ After rereading Chapter 29 and Ralph Taylor's news article, "The Migrant Experience," compose an essay in which you determine whether the migrants were right to travel to California.● Composition: Synthesis<ul style="list-style-type: none">○ Prompt: Describe the differences between Biff and Happy
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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	<p>throughout the excerpt in Part II. How do their differences support or refute the ideas presented in "Fatalism and the American Dream?"</p> <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.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>-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>-<i>Connections to NJSLS – Mathematics</i><i>MP.2 Reason abstractly and quantitatively. (HS-LS4-1)</i>
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<u>Formative Assessments:</u> <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 <ul style="list-style-type: none"> ○ Socratic Seminars discussing assigned novels ○ Turn-and-Talk ○ 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) 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ● Grade 11 District Assessment ● Essays of various types will also be used as measurements for student progress <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● SAT-styled Multiple Choice Tests ● Speech Project ● Composition: Argumentation <ul style="list-style-type: none"> ○ Prompt: In Chapter 27, Steinbeck comments on honesty. Identify the theme of this chapter, then qualify, defend, or challenge Steinbeck's claim and assumptions. ● Composition: Rhetorical Analysis of an excerpted passage from <i>The Grapes of Wrath</i> <ul style="list-style-type: none"> ○ 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. ● Composition: Synthesis <ul style="list-style-type: none"> ○ After rereading Chapter 29 and Ralph Taylor's news article, "The Migrant Experience," compose an

		essay in which you determine whether the migrants were right to travel to California.	
		● 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>The Grapes of Wrath</i>● Print Version of <i>Death of a Salesman</i>● Print and digital versions of various non-fiction texts	<ul style="list-style-type: none">● Extra Support Readers● Provide options for Comprehension● Tiered Content/Activities● Provide a variety of materials● Provide options for perception● Manipulatives	<ul style="list-style-type: none">● Online Thesaurus● Extra Support Readers● Tiered Content/Activities● Provide a variety of materials	<ul style="list-style-type: none">● Enrichment Readers● Enrichment Activities● Compacting● Tiered Content/Activities● Provide a variety of rigorous materials
Supplemental Resources			
Technology: <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: *The Language of Composition*
- Websites:
 - 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 	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components,

<ul style="list-style-type: none"> Student Editions 	<p>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.</p>	<p>materials including use of online bilingual dictionaries, and modified assessments and/or rubrics.</p>	<p>propose interest-based extension activities, and connect students to related talent development opportunities.</p>
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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.	

	<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>
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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>	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>		Standards in Action: <i>Climate Change</i>