

[NJSLS Grades 11&12](#)

Marking Period		Unit Title	Recommended Instructional Days
1		The American Dream	45
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: RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3. Analyze the impact of the author's choices 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.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or</p>	<p>Progress Indicator: RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.5. Analyze and evaluate the effectiveness of the structure an</p>		

<p>beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.8. (Not applicable to literature)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at</p>	<p>author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.11-12.9. 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 primary source documents relevant to U.S. and/or global history.</p>	
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grade level text-complexity or above with scaffolding as needed.	RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.	
Companion Standards History, Social Studies, Science and Technical Subjects:	Writing Strand:	
<p>Progress Indicator: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or</p>	<p>Progress Indicator: W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion,</p>	<p>Anchor Text: <i>The Great Gatsby</i> by F. Scott Fitzgerald Essential Question/s:</p> <ol style="list-style-type: none"> 1. What is the American Dream? 2. What is the connection between language and identity? 3. What is a "social commentary" piece? What purpose can such pieces serve in society? 4. Is the American Dream equally available to all people? 5. What conflicts arise in literature out of the tension between characters and their setting? 6. In what ways does the American Dream mean different things for different Americans? 7. Why do we desire to live the American Dream? 8. To what extent can socio-economic circumstances impact an individual's ability to achieve the American Dream? Does this undermine the "essence" of the philosophy of the American Dream? 9. How do social standing and economic success impact a person's sense of self? How do these elements affect society's perception of a person? 10. Why might the past repeat itself? Can we run from our pasts? <p>Activity Description:</p> <ul style="list-style-type: none"> • Anticipatory sets (Do Now, enter cards, student-generated questions) • Dramatic readings • Student-driven analysis and discussion of assorted texts, with instructor support • Oral or written responses to discussion questions

<p>stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking</p>	<p>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.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.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples</p>	<ul style="list-style-type: none"> • Literary/rhetorical analyses of selected texts • Direct instruction regarding the use of text to effectively support a claim • Summary vs paraphrasing mini lesson • In text citation mini lesson • Various short response writing emphasizing connection to themes • Debate(s) • Gallery walks • Socratic Seminars • Writer's Workshops • Sustained silent reading • Informational text analysis • Current events and news reporting • Set designing • Monologue writing and dramatic reading • Heritage research and character connection <p>Interdisciplinary Connections: Content: NJSLS#:</p> <ul style="list-style-type: none"> • Suggested Visual and Performing Arts Resources for Content- Area Integration <ul style="list-style-type: none"> ○ Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. ○ Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. ○ Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. ○ Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. • Suggested Science Resources for Content-Area Integration
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<p>measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process,</p>	<p>appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>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.</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,</p>	<ul style="list-style-type: none"> ○ HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. ● Suggested Math Resources for Content-Area Integration <ul style="list-style-type: none"> ○ MP.2 Reason abstractly and quantitatively. (HS-LS4-1) ● Suggested Social Studies Resources for Content-Area Integration <ul style="list-style-type: none"> ○ -6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. ○ -6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
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<p>phenomenon, or concept, resolving conflicting information when possible.</p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</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 the claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form 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.</p>	<p>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.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.)</p> <p>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.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing</p>	
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<p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>	<p>products in response to ongoing feedback, including new arguments or information.</p> <p>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.</p> <p>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).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p>	
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	<p>B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>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.</p>	
Speaking and Listening Strand:	Language Strand:	
<p><i>Progress Indicator:</i></p> <p>SL.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</p>	<p><i>Progress Indicator:</i></p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly</p>	

<p>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.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.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally)</p>	<p>L.11-12.3. 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. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, 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. 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>D. 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>	
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<p>evaluating the credibility and accuracy of each source. SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.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. SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. L.11-12.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self Awareness Self Management Social Awareness Responsible Decision Making Relationship Skills</p>	<p>Recognize one's feelings and thoughts Recognize the impact of one's feelings and thoughts on one's behavior</p>	

	<p>Recognize one's personal traits, strengths, and limitations</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges</p> <p>Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</p> <p>Recognize the skills needed to establish and achieve personal and educational goals</p> <p>Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</p> <p>Recognize and identify the thoughts, feelings, and perspectives of others •</p> <p>Demonstrate an awareness of the differences among individuals, groups, and others' cultural background</p> <p>Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>Demonstrate an awareness of the expectations for social interactions in a variety of settings</p> <p>Develop, implement, and model effective problem-solving and critical thinking skills</p> <p>Identify the consequences associated with one's actions in order to make constructive choices</p> <p>Evaluate personal, ethical, safety, and civic impact of decisions</p> <p>Establish and maintain healthy relationships</p>	
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	<p>Utilize positive communication and social skills to interact effectively with others</p> <p>Identify ways to resist inappropriate social pressure</p> <p>Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p> <p>Identify who, when, where, or how to seek help for oneself or others when needed</p>	
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 - comprehension, meaning, vocabulary • Small and large group discussions • Short writing responses for understanding, analysis, synthesis, and evaluation • Literature and informational text analyses • Flipped lessons on online platforms • Daily free writes • Dramatic Readings • Close readings of anchor text excerpts • Graphic organizers for analyzing themes, rhetorical devices and other unit specific over extended periods of time and collecting information for essays • Alternative Assessments (projects, student portfolios, performance based assessments) • Socratic Seminars 		<u>Benchmarks:</u> <ul style="list-style-type: none"> • District Assessment <u>Summative Assessments:</u> <ul style="list-style-type: none"> • Comprehensive Assessment - Complete a multiple choice assessment based on specific acts/scenes with close reading excerpts provided. • Literary Analysis - Students will read F. Scott Fitzgerald's <i>The Great Gatsby</i> and then compose an argument that claims whether the novel acts as a reinforcement of the American Dream or a criticism. • Research Analysis - Research various topics of the American Dream in connection with the novel, and interpret how the events of the novel coincide and develop from history's hardships. Breakdown the plight of Gatsby, Nick, or Wilson in connection with what was happening in history during this time. Discuss the obstacles the characters faced and use your research to support your ideas. • SAT Model Essay. Write an essay in which you explain how (insert author name) builds an argument to persuade (his/her) audience that (insert main idea of reading). In your essay, analyze how (insert author name) uses one or more of the features in the directions above (or features of your own choice) to strengthen the logic and persuasiveness of (his/her) argument. Be sure that your analysis

		focuses on the most relevant features of the passage. Your essay should not explain whether you agree with (insert author name) claims, but rather explain how (insert author name) builds an argument to persuade his/her) audience. <ul style="list-style-type: none">● NJSLA narrative task related to anchor text or supportive text● NJSLA multiple choice assessment	
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">● interactive notebooks● anchor texts● supplemental texts● graphic organizers● Schoology technologies● Smartboard technologies● online resources (Padlet, CommonLit, EdPuzzle, Quizlet, Khan Academy, TedEd, Kahoot, NYT Learning Network)● literary analysis of selected texts● supplemental readings of poetry, short story, nonfiction, informational, historical, art in context, music in context● Learning Contracts● Centers/Stations● Interactive Journals● Leveled Readers● Online Simulations● Teacher Editions● Student Editions	In addition to Core Resources: <ul style="list-style-type: none">● Extra Support Readers • Provide options for Comprehension● Tiered Content/Activities In addition to Core Resources● Online Thesaurus● Extra Support Readers● Tiered Content/Activities● Provide a variety of materials In addition to Core Resources● Enrichment Readers● Enrichment Activities● Compacting● Tiered Content/Activities● Manipulatives● Study guides● test retakes● added time● preferential seating● graphic organizers● test modifications● quiz modifications● essay outlines● test review	In addition to Core Resources: <ul style="list-style-type: none">● Online Thesaurus● Extra Support Readers● Tiered Content/Activities● Provide a variety of materials● Extend time requirements● preferred seating● supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric	In addition to Core Resources: <ul style="list-style-type: none">● Enrichment Readers● Enrichment Activities● Compacting● Tiered Content/Activities● introductory activities based on themes● enhanced assignment calendar● extended writing prompts● list of supplemental novels and other literature

	<ul style="list-style-type: none"> • shorter assignments • assignment calendars 		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Schoology • Google Drive • Various flipped classroom platforms <p>Other:</p> <p><u>Novel Excerpts</u></p> <p>Nghi Vo <i>The Chose and the Beautiful</i> (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)</p> <p>Sara Greun <i>Water for Elephants</i></p> <p>John F. Kennedy <i>Nation of Immigrants</i> (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)</p> <p>Kyle Korver <i>Privilege</i></p> <p>Ruth Stone <i>Eden, Then and Now</i></p> <p>F. Scott Fitzgerald <i>This Side of Paradise</i></p> <p>Toni Morrisson <i>Jazz</i> (Amistad Law: N.J.S.A. 18A 52:16A-88)</p> <p>Virginia Woolf <i>Mrs. Dalloway</i></p> <p><u>Poetry</u></p> <p>Langston Hughes, “Let America be America Again” (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)</p> <p>Langston Hughes, “A Dream Deferred” (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)</p> <p>Edna St. Vincent Millay, “I Like Americans”</p> <p><u>Articles</u></p> <p>David M. Kennedy, “The Great Depression”</p> <p>Henry David Thoreau, “Civil Disobedience”</p> <p>Lisa Anderson, “Prohibition and Its Effects”</p> <p>The Gilder Lerhman Institute of American History, “The Roaring Twenties”, “The Great Gatsby Through a Different Lens”</p> <p><u>Short Stories</u></p> <p>Alice Walker, “Everyday Use” (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35) (Amistad Law: N.J.S.A. 18A 52:16A-88)</p> <p>Amy Tan, “A Pair of Tickets” (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)</p> <p>Bernard Malamud, “The First Seven Years”</p> <p>Flannery O’Connor, “A Good Man is Hard to Find”</p> <p>Franz Kafka, “The Bucket Rider”</p> <p>F. Scott Fitzgerald, “Winter Dreams”</p> <p>Jhumpa Lahiri, <i>Interpreter of Maladies</i> (collection) (Holocaust Law: N.J.S.A. 18A:35-28)</p> <p>Joyce Carol Oates, “Where are You Going, Where have You Been?”</p>			

<p>Katherine Anne Porter, "The Jilting of Granny Weatherall"</p> <p>Nadine Gordimer, "The Train from Rhodesia"</p> <p>Ralph Ellison, "King of the Bingo Game" (Amistad Law: N.J.S.A. 18A 52:16A-88)</p> <p>Saul Bellow, "Leaving the Yellow House"</p> <p>Sherwood Anderson, "Sophistication"</p> <p>F. Scott Fitzgerald "The Diamond as Big as the Ritz"</p> <p>Nonfiction</p> <p>Maya Angelou <i>Graduation</i> (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35) (Amistad Law: N.J.S.A. 18A 52:16A-88)</p> <p>Lars Eighner <i>On Dumpster Diving</i></p> <p>Nancy Mairs <i>On Being a Cripple</i></p> <p>Joey Franklin <i>Working at Wendy's</i></p> <p>Annie Dillard from <i>An American Childhood</i></p>			
<p>Differentiated Student Access to Content: Recommended Strategies & Techniques</p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> teacher led instruction close reading excerpts Direct instruction regarding the use of text to effectively support a claim Various essays emphasizing specificity Instruction support in selecting relevant textual evidence and its implementation Direct instruction on research process 	<ul style="list-style-type: none"> Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed. 	<ul style="list-style-type: none"> positive reinforcement check often for understanding review, oral/visual directions/prompts when necessary Deliver instruction utilizing varied learning styles to incorporate languages 	<ul style="list-style-type: none"> 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
	<p>Disciplinary Concept:</p>		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Core Ideas:</i>	Creativity and Innovation Critical Thinking and Problem-Solving Digital Citizenship Global and Cultural Awareness Information and Media Literacy Technology Literacy
	<i>Performance Expectation/s:</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes. 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics. 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1). 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3). 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software. 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content

		<p>and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p> <p>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</p> <p>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).</p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>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.</p> <p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>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.). •</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and</p>
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		<p>draw conclusions about the data.</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Continually self-reflects and seeks to improve the essential life and career practices that lead to success;</p> <p>Uses effective communication and collaboration skills and resources to interact with a global society;</p> <p>Possesses financial literacy and responsibility at home and in the broader community;</p> <p>Plans, executes, and alters career goals in response to changing societal and economic conditions; and</p> <p>Seeks to attain skill and content mastery to achieve success in a chosen career path.</p>	

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		<i>Holocaust Law:</i> <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>