

NJSLS Grades 11-12

Marking Period	Unit Title	Recommended Instructional Days
2	<i>The American Dream or the American Lie?: The Individual's Struggle to Rectify the "Great Promise" with Reality</i>	8-10 Weeks
<b>Reading Literature Text Strand:</b>  <b>Progress Indicator:</b> Key Ideas & Details RL.11-12.1 RL.11-12.2 RL.11-12.3 Craft & Structure RL.11-12.4 RL.11-12.5 RL.11-12.6 Integration of Knowledge and Ideas RL.11-12.7 RL.11-12.8 RL.11-12.9 Range of Reading and Level of Text Complexity RL.11-12.10	<b>Reading Informational Text Strand:</b>  <b>Progress Indicator:</b> Key Ideas and Details RI.11-12.1 RI.11-12.2 RI.11-12.3 Craft and Structure RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9 Range of Reading and Level of Text Complexity RI.11-12.10	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit</b>
<b>Companion Standards Subject:</b>	<b>Writing Strand:</b>	
<b>Progress Indicator:</b>  Key Ideas & Details RH.11-12.1 RH.11-12.2 RH.11-12.3 Craft & Structure	<b>Progress Indicator:</b>  Text Types and Purposes  W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using	<b>Essential Question/s:</b> <ul style="list-style-type: none"> <li>To what extent does tone impact the message of a text, speech, or visual medium?</li> <li>How does imagery heighten the impact of a text's appeal and message?</li> </ul>

<p> <i>RH.11-12.4</i>  <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>• What mediums were used in the 1920s to promote the American Dream, and what strategies were employed therein?</li> <li>• What specific effects does syntactic variance have on a given text?</li> <li>• What explicit and implicit promises are tied to the American Dream?</li> <li>• How did women challenge gender stereotypes in the early twentieth century? How did authors represent these shifting roles in their writing?</li> <li>• What is social commentary? What purpose does it serve? Can it have a meaningful impact on society, or is its effect merely retrospective?</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Understanding tone has a dramatic and dynamic impact on the intended message of a text and is often crafted to the target audience's benefit.</li> <li>• Socio-economic circumstances fueled the American Dream and, in some instances, perverted it, and twentieth-century thinkers explored this conflicted reality through various methods (speeches, fiction, nonfiction, etc).</li> <li>• The art of conducting a rhetorical analysis involves identifying authorial methodologies, exploring the impacts of such on the text, audience, and purpose, and determining the reasoning behind such practices so as to “open” the text to more mature and meaningful interpretation.</li> <li>• Compose shrewd rhetorical analyses that not only identify authorial methodologies but put to practice effective writing techniques.</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>● Assess written and spoken compositions for rhetorical/stylistic devices, as well as identify the effect of such devices.</li><li>● Identify and analyze the tones of conflicted individualism implied through various historic texts.</li><li>● Engage in debates on the topic of the American Dream, utilizing rhetorical strategies for persuasion.</li><li>● Analyze the effects of powerful feminine figures in furthering women's suffrage.</li></ul> <p><b>Anchor Text: <i>The Great Gatsby</i> by F. Scott Fitzgerald</b> <b>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a), LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35</b></p> <ul style="list-style-type: none"><li>● Activate prior knowledge through research of 1920's newspapers, focusing on developments and policies specific to the decade</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>● Siegfried Sassoon (various works)</li><li>● John McCrae, "In Flanders Fields"</li><li>● Marge Piercy, "Barbie Doll"</li></ul> <p><b>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</b></p>
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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>	<p><b>Supplementary Nonfiction:</b></p> <ul style="list-style-type: none"> <li>Deborah Tannen, “There Is No Unmarked Woman” <i>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</i></li> <li>Judith Ortiz Cofer, “The Myth of the Latin Woman” <i>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</i></li> <li>Judy Brady, “I Want a Wife” <i>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</i></li> <li>Letters between John and Abigail Adams</li> <li>Mark Bauerlein and Sandra Stotsky, “Why Johnny Won’t Read” <i>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</i></li> <li>Ralph Ellison, “On Bird, Bird-Watching, and Jazz” <i>(Amistad Law: N.J.S.A. 18A 52:16A-88)</i></li> </ul> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>AP-styled Multiple Choice Tests</li> <li>Composition: Argumentative essay on the American Dream, its reality and viability. <ul style="list-style-type: none"> <li>Prompt: Is the American Dream still alive? Has it changed? How so? To what effect? Compose an argument using at least four of the texts discussed in class as sources</li> </ul> </li> <li>Composition: Rhetorical Analysis of an excerpted passage from <i>The Great Gatsby</i> <ul style="list-style-type: none"> <li>Prompt: (to be completed after having read the novel). In chapter five, Nick Carraway describes the meeting of Gatsby and Daisy. What is the prevalent message Fitzgerald conveys through his</li> </ul> </li> </ul>
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>	
<p><b>Progress Indicator:</b> <i>Comprehension and Collaboration</i> SL.11-12.1A-D SL.11-12.2 SL.11-12.3 <i>Presentation of Knowledge and Ideas</i> SL.11-12.4 SL.11-12.5 SL.11-12.6</p>	<p><b>Progress Indicator:</b> <i>Conventions of Standard English</i> L.11-12.1 L.11-12.2A-B <i>Knowledge of Language</i> 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>narrator? What stylistic choices reinforce this message?</p> <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.A.8.a—Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer</li> <li>- 6.1.12.C.8.b—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</li> <li>-6.1.12.D.8.b—Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</li> </ul> </li> <li>● Suggested Science Resources for Content-Area Integration <ul style="list-style-type: none"> <li>-Connections to NJSLS – Mathematics</li> </ul> </li> </ul> <p>MP.2 Reason abstractly and quantitatively. (HS-LS4-1)</p>
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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> </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: Argumentative essay on the American Dream, its reality and viability.<ul style="list-style-type: none"><li>o Prompt: Is the American Dream still alive? Has it changed? How so? To what effect? Compose an argument using at least four of the texts discussed in class as sources</li></ul></li><li>● Formal debate concerning a current event or issue, with a focus on science and morality:<ul style="list-style-type: none"><li>o Students will be divided into two teams—affirmative and negative—and research the given topic, preparing a well-developed and sustainable argument</li><li>o Topics will vary from unit to unit</li></ul></li><li>● Composition: Rhetorical Analysis of an excerpted passage from <i>The Great Gatsby</i><ul style="list-style-type: none"><li>o Prompt: (to be completed after having read the novel). In chapter five, Nick Carraway describes the meeting of Gatsby and Daisy. What is the prevalent message Fitzgerald conveys through his narrator? What stylistic choices reinforce this message?</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 Great Gatsby</i></li> <li>• Print and digital versions of various non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Support Readers</li> <li>• Provide options for Comprehension</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of materials</li> <li>• Provide options for perception</li> <li>• Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• Online Thesaurus</li> <li>• Extra Support Readers</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment Readers</li> <li>• Enrichment Activities</li> <li>• Compacting</li> <li>• Tiered Content/Activities</li> <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>○ AP Central</li> <li>○ College Board</li> <li>○ Blendspace</li> <li>○ EdPuzzle</li> <li>○ Flubaroo (assessment add-on in Google)</li> <li>○ Formative</li> </ul> </li> </ul>			



- Google Cultural Institute
- TodaysMeet
- Newsela
- Kahoot
- PollEverywhere
- Socratic
- Plickers
- Google Lit Trips
- Google Cardboard
- SMART Technologies
- *The New York Times*:The Learning Network
- The Great Gatsby: Looking Through a Different Lens, Teach LGBT Lesson (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)

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	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.

	times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.		
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"><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>	
	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.		

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