

[NJSLs Grades 11-12](#)

Marking Period		Unit Title	Recommended Instructional Days
4		<i>Warfare, Villains, and the Introspective Hero: The Language of Western Ideologies</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: 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</p>	<p>Progress Indicator: 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</p>		
Companion Standards Subject:	Writing Strand:		
<p>Progress Indicator: Key Ideas & Details RH.11-12.1 RH.11-12.2 RH.11-12.3 Craft & Structure RH.11-12.4</p>	<p>Progress Indicator: Text Types and Purposes 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 is the connection between language and consciousness? Language and individuality? How does one effectively implement rhetorical techniques in writing and speaking? Is propaganda moral? How can propaganda be used for good or for ill? 	

<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 a hindrance, social necessity, or a universal truth? ● What role did language play in the evolution of Civil Rights? ● Syntactically, how can structure mirror content? What effects are achieved through such a technique? How can one implement such a technique in one's own writing? <p>Learning Targets:</p> <ul style="list-style-type: none"> ● Language informs and enhances consciousness—the language of thought—and it is through language that we “speak ourselves into existence.” ● Speakers use the art of rhetoric to further their ends, whether those ends are for good or ill. ● The implementation of rhetorical techniques in one's writing is a delicate balance, but effective use of such strategies can lead to powerful and persuasive prose. ● Some philosophers have questioned the nature of morality, but, no matter the school of thought, morality has long been the difference between “society” and “anarchy.” ● Language had a profound influence on the Civil Rights Movement, namely through the historic writings and speeches of leaders like Dr. Martin Luther King, Jr. ● Writing can mirror the content it conveys, and such a technique achieves a subliminal effect on the intended audience that is nevertheless profound. ● Language is a vehicle with which we engage the world—individually and socially. ● Through language, writers and speakers have challenged long-standing ideologies and, in some cases, rewritten them.
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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">● Language provides a method by which the individual can study his or her own thoughts. This epistemic activity can enhance one's analytical and critical abilities.● Much of the Civil Rights movement was propelled and fought through a spirited and intelligent use of language.● The structure of a text can mirror the content therein, and such a technique, employed well, can have a profound influence on a text. <p>Anchor Texts: Cormac McCarthy, <i>No Country for Old Men</i> and Tim O'Brien, <i>The Things They Carried</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 Vietnam War, the Civil Rights Movement, and Nixon's presidency (e.g. The Cold War, the Montgomery Bus Boycott, the War on Drugs, etc.) (Amistad Law: N.J.S.A. 18A 52:16A-88)● 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">● Langston Hughes, various poems (Amistad Law: N.J.S.A. 18A 52:16A-88)
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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"> Walt Whitman, "Come Up from the Fields Father" (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)
Speaking and Listening Strand:	Language Strand:	<p>Supplementary Nonfiction:</p> <ul style="list-style-type: none"> Dr. Martin Luther King, Jr., "Letter from Birmingham Jail" (Amistad Law: N.J.S.A. 18A 52:16A-88) John F. Kennedy's Inaugural Address Richard Nixon's "Public Enemy Number One" speech Henry David Thoreau, "On the Duty of Civil Disobedience"
<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>	<p>Activity Description:</p> <ul style="list-style-type: none"> AP-styled Multiple Choice Tests Research Paper: After selecting a topic, students will compose a comprehensive research paper that asserts a position and effectively supports it with valid primary and secondary sources and argumentative strategies. Composition: Rhetorical analysis <ul style="list-style-type: none"> Prompt: The chapter "Good Form" (171) develops Tim O'Brien's theory about story-truth and happening-truth. What is his claim? What rhetorical strategies does he utilize to develop his position? Composition: Argument
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 	

	<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"> ○ Prompt: The character of Sheriff Bell has received much scrutiny from various literary scholars. Some deem him a cynic and a coward while others see him as the forlorn voice of the frustrated hero. In a well-developed essay determine which assessment of Sheriff Bell is true. Be sure to utilize textual evidence to support your claim. <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.D.11.a <i>Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</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. (Holocaust Law: N.J.S.A. 18A:35-28)</i> -6.1.12.A.11.b <i>Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</i> -Discuss American policies and procedures during wartime by researching America's involvement in different wars. • Suggested Science Resources for Content-Area Integration <ul style="list-style-type: none"> -Connections to NJSLS – Mathematics
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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><i>MP.2 Reason abstractly and quantitatively. (HS-LS4-1)</i></p>
<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 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"> • AP-styled Multiple Choice Tests • Speech Project

<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">● Research Paper: After selecting a topic, students will compose a comprehensive research paper that asserts a position and effectively supports it with valid primary and secondary sources and argumentative strategies.● Composition: Rhetorical analysis<ul style="list-style-type: none">o Prompt:The chapter “Good Form” (171) develops Tim O’Brien’s theory about story-truth and happening-truth. What is his claim? What rhetorical strategies does he utilize to develop his position?● Composition: Argument<ul style="list-style-type: none">o Prompt: The character of Sheriff Bell has received much scrutiny from various literary scholars. Some deem him a cynic and a coward while others see him as the forlorn voice of the frustrated hero. In a well-developed essay determine which assessment of Sheriff Bell is true. Be sure to utilize textual evidence to support your claim.● 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 versions of <i>The Things They Carried</i> and <i>No Country for Old Men</i> (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) • 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			
<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> and <i>The Norton Field Guide to Writing with Readings, Fifth Edition</i> • Websites: <ul style="list-style-type: none"> ○ AP Central ○ College Board ○ 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 times and preferential	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.

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