

# Kenilworth Public Schools

## Curriculum Guide

Content Area: English  
Grade: 11  
BOE Approved: 10/15/2013

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Submitted by: Breanne Long & Eileen McGrath  
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# English Language Arts 3

Grade 11

August 2023

Unit 1- What's the Point of English Class?: Establishing Skills, Norms, and Purpose	Unit 2- How Does Conflict and Adversity Shape Us?: The Hero's Journey Narrative through Book Clubs and Digital Storytelling	Unit 3- Why Do Relationships Matter?: Examining Complexity in Fiction	Unit 4- How Does Language Influence, Inspire, and Manipulate Us?: Rhetoric, Research, and Sound Arguments	Unit 5- How Do I Join Conversations About the World Around Me?: Using Multimodal Texts to Form Nuanced Arguments	Unit 6- How Does Sharing My Story Help Me Understand My True Voice?: An Exploration of Craft and Self through Memoir and Personal Essays
Weeks 1-3	Weeks 4-10	Weeks 11-19	Weeks 20-25	Weeks 26-31	Weeks 32-38

<i>Unit Description:</i> In this unit, students will examine and evaluate the purpose of an English class in modern education. Students will be introduced to the three modes of text that will be explored throughout the year (fiction, non-fiction, and visual or multimedia texts) and will have opportunities to	<i>Unit Description:</i> In this unit, students will explore the question of how conflicts, obstacles, and adversity change us as people, the first question in a year-long inquiry of how the world around us shapes us into who we are. Through book club selections that employ the “hero’s journey” structure, students will	<i>Unit Description:</i> Through a whole-class novel study, students will explore the nature of our relationships. Students will dive into the way authors use literary elements to develop the relationships between their characters. Building on the students’ knowledge of characterization and character development	<i>Unit Description:</i> In this unit, students will examine the use of rhetoric and argument to determine how writers and speakers use specific rhetorical strategies to persuade their audience toward specific thoughts, feelings, and behaviors. They will have opportunities to analyze the role the rhetorical situation plays when	<i>Unit Description:</i> This unit is designed to fortify and push deeper into the critical thinking, critical reading, and academic writing skills the students have developed throughout the year while offering a high degree of student choice and agency. Using a full class novel or play, students will examine the	<i>Unit Description:</i> This unit will provide an opportunity to revisit the year’s driving question--“How does the world around me shape the person I will become?”--through the lens of memoir and personal writing. Through a book club study, students will examine how memoirists’ experiences and
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<p>establish and practice close reading, annotation, analysis of each, as well as build discussion and collaboration skills. The unit will also serve as a review of fundamental academic writing skills established in English I and English II. By the end of the unit, students will have a foundation of skills and practices that we will return to throughout the year as well as a stronger sense of their individual learning goals for our class and the broader purposes behind ELA education.</p>	<p>examine how an author’s structural decisions create meaning in a text, track character development, and ultimately connect that character development to a theme. Building on the multimedia and visual analysis skills introduced in unit 1, this unit will employ a film as a mentor text for learning the hero’s journey structure and as a way to deepen students’ multimedia analysis skills. At the end of the unit, students will reinterpret the events of their book club novel and apply their learnings to collaboratively write and direct their own short films using the hero’s journey arc.</p>	<p>from English I and English II, this unit will challenge students to acknowledge complexity in characters and their relationships, and examine the interaction between those complex relationships, character development, and the novel’s themes. Throughout the unit, scientific articles, short fictional works, and anecdotal reflections and discussions will provide additional perspectives on the purposes and effects of human relationships, and move students’ thinking beyond the novel. Students will leave the unit not only with deeper literary analysis skills, but also a broader understanding of how their own relationships have shaped them into the people they are today, and how individual relationships shape, reflect, and matter to society.</p>	<p>crafting an argument, and identify and evaluate the effectiveness of rhetorical choices in various texts. Students will also learn the importance of consulting reliable sources and reading laterally to understand multiple perspectives and craft sound arguments. Students will apply their language and research skills to their own writing and speaking in a culminating unit assessment.</p>	<p>development of multiple themes, analyzing and discussing how these themes interact and build upon one another. Supplemental texts in a wide range of formats (songs, poems, images, nonfiction excerpts, film clips, news stories, opinion pieces, etc.) will offer additional perspectives on the thematic topics present in the novel, challenging students to make interdisciplinary and intertextual connections. Opportunities for discussion throughout the unit will promote student questioning and center student experiences. The unit will culminate in an argumentative writing piece in which students are tasked with making an original, nuanced argument of their own design, synthesizing and building upon ideas raised in multiple unit texts.</p>	<p>interactions have shaped them into who they are, and students will use their discoveries as jumping off points for writing about their own experiences. Throughout the unit, students will study and practice the craft moves successful memoirists and student essayists make in order to most effectively tell their own stories. The unit will culminate with personal writing (either a short memoir or a college application essay) that asks students not only to apply the craft skills honed throughout the unit, but also to grapple with the results of their year-long inquiry into their own identities.</p>
<p><i>Unit Targets:</i></p>	<p><i>Unit Targets:</i></p>	<p><i>Unit Targets:</i></p>	<p><i>Unit Targets:</i></p>	<p><i>Unit Targets:</i></p>	<p><i>Unit Targets:</i></p>

<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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).</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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).</li> <li>● RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</li> <li>● RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.,</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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).</li> <li>● 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</li> </ul>
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<p>where the text leaves matters uncertain.</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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.</li> <li>● W.11-12.1.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</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● 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. A. Engage and orient the reader by setting out a problem, situation, or</li> </ul>	<p>language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● RL.11-12.10. By the end of grade 11, read and comprehend literature, including</li> </ul>	<p>support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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</li> </ul>	<p>Shakespeare and other authors.)</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</li> <li>● 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</li> </ul>	<p>language that is particularly fresh, engaging, or beautiful. (e.g. Shakespeare as well as other authors.)</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</li> <li>● W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event</li> </ul>
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<p>logically sequences claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> <li>● W.11-12.1.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.</li> <li>● W.11-12.9.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</li> </ul>	<p>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. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that</p>	<p>stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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</li> </ul>	<p>over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <ul style="list-style-type: none"> <li>● RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>● 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.</li> <li>● 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</li> </ul>	<p>inferentially, including determining where the text leaves matters uncertain.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid</li> </ul>	<p>sequences. 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. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the</p>
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<p>opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● SL.11-12.1.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 topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</li> <li>● SL.11-12.1.C. Propel conversations by posing and responding to questions that probe</li> </ul>	<p>follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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,</li> </ul>	<p>to address a question or solve a problem</p> <ul style="list-style-type: none"> <li>● 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</li> </ul>	<p>opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● W.11-12.1A. 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.</li> <li>● W.11-12.1B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound</li> </ul>	<p>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</p>	<p>experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none"> <li>● 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.)</li> <li>● 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.</li> </ul>
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<p>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> <ul style="list-style-type: none"> <li>● SL.11-12.1.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.</li> <li>● 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. A. Use</li> </ul>	<p>and evidence and to add interest.</p> <ul style="list-style-type: none"> <li>● SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>	<p>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, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <ul style="list-style-type: none"> <li>● W.11-12.5. Develop and strengthen</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>● W.11-12.1C. 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.</li> <li>● W.11-12.1D. 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</li> </ul>	<p>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. 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <ul style="list-style-type: none"> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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. 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 topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote</li> </ul>
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<p>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. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 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. 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>		<p>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> <ul style="list-style-type: none"> <li>● 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</li> <li>● W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply</li> </ul>	<p>discipline in which they are writing.</p> <ul style="list-style-type: none"> <li>● W.11-12.1E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</li> <li>● 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. 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. B. Develop the topic</li> </ul>	<p>MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none"> <li>● W.11-12.9A. 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”).</li> <li>● 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.</li> <li>● SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with</li> </ul>	<p>civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. 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. 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</p>
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<ul style="list-style-type: none"> <li>● L.11-12.6. Acquire and use accurately 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.</li> </ul>		<p>the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <ul style="list-style-type: none"> <li>● L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.</li> <li>● 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.</li> </ul>	<p>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. 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. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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</p>	<p>peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 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 topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. 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. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on</p>	<p>investigation or complete the task.</p> <ul style="list-style-type: none"> <li>● L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>● L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.</li> <li>● 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</li> </ul>
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			<p>discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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</li> </ul>	<p>a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 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> <ul style="list-style-type: none"> <li>● SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>● SL.11-12.4 Present information, findings and supporting</li> </ul>	<p>fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <ul style="list-style-type: none"> <li>● L.11-12.6. Acquire and use accurately 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.</li> </ul>
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			<p>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> <ul style="list-style-type: none"> <li>● L.11-12.3A Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</li> <li>● L.11-12.5A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>● L.11-12.5B. Analyze nuances in the meaning of words with similar denotations.</li> <li>● 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</li> </ul>	<p>evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>● L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.</li> </ul>	
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			<p>of emphasis, and tone used.</p> <ul style="list-style-type: none"><li>● 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.</li><li>● SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li></ul>		
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# English Language Arts 3

Grade 11

August 2023

## Unit 1: Why is English Class Important?: Establishing Skills, Norms, and Purpose

**Pacing/Days:** 3 weeks

**Unit Summary:** In this unit, students will examine and evaluate the purpose of an English class in modern education. Students will be introduced to the three modes of text that will be explored throughout the year (fiction, non-fiction, and visual or multimedia texts) and will have opportunities to establish and practice close reading, annotation, analysis of each, as well as build discussion and collaboration skills. The unit will also serve as a review of fundamental academic writing skills established in English I and English II. By the end of the unit, students will have a foundation of skills and practices that we will return to throughout the year as well as a stronger sense of their individual learning goals for our class and the broader purposes behind ELA education.

### Learning Targets

**Unit Big Ideas:** By reviewing the foundational skills we'll use throughout our course, students will be set up to succeed this year.

#### Unit Essential Questions:

- Why is English class important?
- Why do we read fiction?
- Why do we write?
- What are the foundational skills and practices I need to succeed in English 3?
- What does effective collaboration look, sound, and feel like in English class?

#### Unit Enduring Understandings:

- English class gives us an opportunity to reflect on the world around us and help us build skills that are transferable to every other field

#### Student Learning Targets/Learning Objectives:

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.

<ul style="list-style-type: none"> <li>● We read fiction to better understand ourselves, each other, and the world around us and help us to become better people</li> <li>● The process of writing helps show us what we think and challenges us to explore and defend our ideas</li> <li>● The foundational skills and practices for English 3 are reading closely, making connections between texts and to our lives, sharing ideas through discussion, writing original claims supported by evidence and reasoning.</li> <li>● Effective collaboration requires active listening, respectful discourse, and using every group member’s strengths and contributions</li> </ul>	<p>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.</p> <p>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.</p> <p>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</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> <p>W.11-12.1.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.</p> <p>W.11-12.1.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.</p> <p>W.11-12.9.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>
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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.

SL.11-12.1.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 topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

SL.11-12.1.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.

SL.11-12.1.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.

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. 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. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 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. 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)



L.11-12.6. Acquire and use accurately 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.

**Evidence of Learning :**

**Formative:** Informal discussions, close reading passages and activities, quickwrites, freewrites, formal annotation assessment

**Summative:**

**Argumentative Synthesis:** Students will write an analytical paragraph answering the unit essential question. Students will synthesize a “cold read” piece with a previously assigned summer reading text (if applicable) and another text of their choice previously explored during the unit to develop an original answer to the question, “What is the point of English class?”

- Evaluation criteria: claims, evidence, reasoning, mechanics

**Socratic Seminar:** Students will participate in a culminating full class discussion using Socratic Seminar or other discussion strategy. This discussion may center around questions that push discussion past the EQ and center student experiences. For example: “In what ways has your educational experience met or fell short of these purposes?” “What does an ideal English class look like and what are the obstacles to achieving it?” “What concrete steps can we take in class to honor the purposes you think are most valuable?”

- Evaluation criteria:
  - Preparation, use of evidence and depth of analysis
  - Discussion skills (propelling the conversation forward, posing and responding to relevant and probing questions, active listening, clarifying or challenging ideas, prompting divergent and creative perspectives, responding thoughtfully to diverse perspectives, synthesize comments and claims)
  - Self-reflection

**New Jersey State Learning Standards**

**NJSLS Standards:**

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.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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. 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, and audiences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

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.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

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).

**Primary Interdisciplinary Connections:**

Economics:

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens

History:

6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

Media Arts:

1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.

1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

**Computer Science and Design Thinking Standards:** 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

<b>Lesson Plans</b>		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEL</a>, LGBTQ, AAPI)</i>	<i>Timeframe</i>
RL.11-12.1 RL.11-12.3 RI.11-12.1 RI.11-1.2 RI.11-12.9 L.11-12.4 L.11-12.6	<p>Through reading fiction, nonfiction, and non-print texts that illuminate some aspect of the unit’s title question, students will review and practice close reading, analysis and annotation skills using a non text-dependent strategy (e.g., “say, mean, matter” or “notice and note” signposts, or “OPTIC” strategy for visual texts) (see unit-by-unit list of supplemental text suggestions on English 3 Supplement List)</p> <ul style="list-style-type: none"> <li>● Students will learn that “analysis” means breaking down a whole into parts and explaining how they work together, and understand that close reading and annotation are strategies that lead to strong analysis</li> <li>● Teacher will model close reading and annotation via a close reading strategy on mentor texts from fiction, nonfiction, and non-print sources               <ul style="list-style-type: none"> <li>○ Teacher might model annotation skills such as focusing on the title, summarizing, asking questions, highlighting unfamiliar words and using context, word stems, or tools to understand meaning and connotation, jotting down thoughts or epiphanies, tracing the development of an argument, etc.</li> </ul> </li> <li>● Students will practice techniques on new texts of the same format through independent and small group close reading activities including jigsaw, stations, or carousel discussion. This will include activities that center the summer reading text, when applicable.</li> <li>● Students and teacher will create anchor charts of “look fors” based on findings and add to it as students progress through texts and notice additional concepts</li> </ul>	2 weeks

	<ul style="list-style-type: none"> <li>○ For fiction texts, students may notice and find meaning in the use of comparisons; imagery; characterization; word choice; repetition (e.g., symbols, motifs); etc.</li> <li>○ For nonfiction texts, students may notice and find meaning in the development of claims, use of evidence and relevant facts, language choices that indicate biases, the organization of an argument, etc.</li> <li>○ For non-print texts, students may notice and find meaning in the use of colors and other stylistic choices; the organization of elements, framing, or composition; the incorporation of music, sound effects, or other audio-visual elements; the significance of the title; etc.</li> </ul>	
<p>SL.11-12.1A SL.11-12.1C SL.11-12.1D</p>	<p>Students will engage in collaborative discussions based on unit texts, making connections between texts, to personal experiences, and to unit driving question</p> <ul style="list-style-type: none"> <li>● Students and teacher will co-create class discussion norms</li> <li>● Students may use the <a href="#">Question Formulation Technique</a> to practice generating questions about a text</li> <li>● Students will be introduced levels of questioning (e.g., comprehension, analysis, evaluation) and use question stems to practice crafting higher order questions to generate discussion</li> <li>● Students will use <a href="#">TQE</a> method to discuss at least one unit text</li> <li>● Students will learn and practice using discussion stems to build on each others' ideas during small group discussions</li> </ul>	<p><i>Throughout 2 weeks above</i></p>

	<ul style="list-style-type: none"> <li>● Students may use strategies such as quickwrites, think-pair-share, and 3-2-1 preparation tasks to prepare for informal discussions</li> <li>● Students will participate in a culminating full class discussion using Socratic Seminar or other discussion strategy (see summative assessment)</li> <li>● Students self-assess and reflect on their speaking and listening skills and goals for future class discussions</li> </ul>	
<p>W.11-12.1.A. W.11-12.1.B W.11-12.9.B W.11-12.10.</p>	<p>Students will synthesize information from a variety of unit texts to write and revise a response to the unit EQ (see summative assessment)</p> <ul style="list-style-type: none"> <li>● Students will be introduced to the idea that “synthesizing” between texts means finding common themes, ideas, or concepts and determining the relationships between them.</li> <li>● Students will keep an evidence tracker throughout the unit to record examples from the texts that connect to our unit essential questions, reflect on and organize their own thoughts, and practice synthesizing ideas between texts</li> <li>● Students will evaluate sample analytical paragraphs to review the basic elements of strong analytical writing (claims, evidence, reasoning) and engage in differentiated practice (through No Red Ink or teacher created materials)</li> <li>● Students learn to use evidence they disagree with to help prove their own claim with counter arguments</li> <li>● Students complete the summative assessment as a one period timed writing on which they can use their evidence tracker to aid in their synthesis writing skills</li> </ul>	<p>1 week</p>

	<ul style="list-style-type: none"> <li>● Students will self-assess along rubric (claims, evidence, reasoning, grammar/usage) and strengthen their writing through in class revision and editing <ul style="list-style-type: none"> <li>○ Editing day(s) may include direct instruction and practice to review common grammar and usage errors that have been taught at prior grade levels (e.g. common misused words, basic capitalization errors, run ons and fragments)</li> </ul> </li> </ul>	
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**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

**Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



## Unit 2: How Does Conflict and Adversity Shape Us?: The Hero’s Journey Narrative through Book Clubs and Digital Storytelling

**Pacing/Days:** 7 weeks

**Unit Summary:** In this unit, students will explore the question of how conflicts, obstacles, and adversity change us as people, the first question in a year-long inquiry of how the world around us shapes us into who we are. Through book club selections that employ the “hero’s journey” structure, students will examine how an author’s structural decisions create meaning in a text, track character development, and ultimately connect that character development to a theme. Building on the multimedia and visual analysis skills introduced in unit 1, this unit will employ a film as a mentor text for learning the hero’s journey structure and as a way to deepen students’ multimedia analysis skills. At the end of the unit, students will reinterpret the events of their book club novel and apply their learnings to collaboratively write and direct their own short films using the hero’s journey arc.

### Learning Targets

**Unit Big Ideas:** Through the hero’s journey archetype, we learn that everyone experiences struggles that shape them as people.

#### Unit Essential Questions:

- How do conflicts, obstacles, and adversity shape us as people?
- What does tracking character growth and development across a text reveal?
- Why do authors use the hero’s journey structure?
- What strategies can creators use to make stories come alive for their audience?
- How can the book club structure help students better understand a text?

#### Unit Enduring Understandings:

Students will understand that...

- Conflicts, obstacles, and adversity shape us as people by facilitating the development of resilience, which teaches us how to cope

#### Student Learning Targets/Learning Objectives :

Students will know and be able to...

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.

<p>with challenging situations or moments of failure rather than give up.</p> <ul style="list-style-type: none"> <li>● Tracking character growth and development (or a lack of such development) can illuminate themes in a text.</li> <li>● The hero's journey structure is an archetype that can make specific experiences feel universal.</li> <li>● Techniques like dialogue, pacing, vivid details, and intentional sequencing help develop conflicts, characters and themes and make stories come alive for a reader.</li> <li>● Working in book clubs allows students to share and build on each others' ideas about a text to create new insights, process challenging moments in a text, and deepen their understanding of a text.</li> </ul>	<p>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.</p> <p>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.</p> <p>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).</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>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 style="padding-left: 40px;">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 style="padding-left: 40px;">B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p style="padding-left: 40px;">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>
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	<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.11-12.6. 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.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
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**Evidence of Learning :**

**Formative:** Book club discussions, informal and formal discussions of mentor texts and supplements, graphic organizers or written assignments related to transfer of skills from mentor texts to book clubs, notebook checks, conferencing

**Summative:** The following are options for unit summative assessments

**Digital Storytelling Group Project:** Students will brainstorm a list of supporting characters from their book club selection, and will agree on one character’s story to expand upon through the hero’s journey structure in a short film or graphic novel adaptation. Students will be expected to incorporate all stages and elements of the hero’s journey and apply visual storytelling techniques to enhance the overall impact and meaning of their product.

- Evaluation criteria
  - Individual and group collaboration, incorporation of narrative writing elements/hero's journey components, application of visual storytelling techniques, individual presentation defense

**On-Demand Reading & Assessment:** Students will read (or watch/listen) to a passage then answer standards-aligned multiple choice questions, complete guided annotations, respond to open ended questions, and/or write an essay. The focus should be aligned with the skills and standards for the unit as well as synthesizing ideas between texts to answer the driving question of the unit.

- Evaluation criteria
  - Accuracy on multiple choice portion
  - Claim, evidence, reasoning for on-demand writing portion

**Socratic Seminar or Small Group Discussions:** Students will examine the complexities of the unit driving question through a discussion that incorporates evidence from their book club selections, the mentor text, and supplemental texts studied throughout the unit as well as relevant real-world or student-researched examples. Students will create their own questions to guide the discussion.

- Evaluation criteria:
  - Preparation, use of evidence and depth of analysis
  - Discussion skills (propelling the conversation forward, posing and responding to relevant and probing questions, active listening, clarifying or challenging ideas, prompting divergent and creative perspectives, responding thoughtfully to diverse perspectives, synthesize comments and claims)
  - Self-reflection

## New Jersey State Learning Standards

### **NJSLS Standards:**

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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. 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, and audiences.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**Primary Interdisciplinary Connections:**

Psychology (National Standards for High School Psychology Curricula):

Social

1.1. Describe attributional explanations of behavior

1.2. Explain how experiences shape attitudes and beliefs

2.1. Explain how the presence of other people can affect behavior

2.2. Describe how intergroup dynamics influence behavior

2.3. Explain how persuasive methods affect behavior and beliefs

2.5. Identify factors influencing aggression and conflict

2.6. Identify factors influencing altruism and helping behaviors

#### Personality

1.1. Explain how biological and environmental factors interact to influence personality

#### Multiculturalism and Gender

1.2. Describe the relationship between culture and conceptions of self and identity development

1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity

2.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation

#### Media Arts:

1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.

1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

#### **Career Readiness, Life Literacies, and Key Skills (CLKS):**

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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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.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).

<b>Lesson Plans</b>		
<b><i>Standard Student Learning Targets</i></b>	<b><i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEI</a>, LGBTQ, AAPI)</i></b>	<b><i>Timeframe</i></b>
RL.11-12.5 W.11-12.10	<p>Students are introduced to the hero's journey structure</p> <ul style="list-style-type: none"><li>● Students participate in an interactive introduction activity (e.g., Mad Libs or write around the room with elements that align with the hero's journey)</li><li>● Students define archetype and learn the basics of the hero's journey structure (e.g., TedEd video or "Every Journey is a Quest"). Students make connections to the introduction activity and prior knowledge.</li><li>● Students make book club selections via book tasting, first page read aloud, or exploration of authors through YouTube/interview clips. Students are grouped into book clubs and create their reading calendar. Book club text selections include:<ul style="list-style-type: none"><li>○ <i>Red Queen</i> by Victoria Aveyard</li><li>○ <i>Summer of the Mariposas</i> by Guadalupe Garcia McCall [DEI]</li><li>○ <i>House in the Cerulean Sea</i> by T.J. Klune [LGBTQ]</li><li>○ <i>Patron Saints of Nothing</i> by Randy Ribay [AAPI]</li><li>○ <i>The Graveyard Book</i> by Neil Gaiman</li><li>○ <i>The Firekeeper's Daughter</i> by Angeline Boulley [DEI]</li><li>○ <i>A Man Named Ove</i> by Frederick Backman</li><li>○ <i>Circe</i> by Madeline Miller</li><li>○ <i>Kindred</i> by Octavia Butler [Amistad; DEI]</li></ul></li></ul>	2-3 days

	<ul style="list-style-type: none"> <li>○ Other district approved texts that use the hero’s journey structure</li> </ul>	
<p>RL.11-12.1  RL.11-12.3  RL.11-12.5  L.11-12.6.</p>	<p>Students work individually and in book clubs to trace character development, deepen their understanding of the role the hero’s journey structure plays in that development, and explain how character development illuminates themes</p> <ul style="list-style-type: none"> <li>● The class will study a mentor text film that includes the hero’s journey structure to practice identifying and analyzing such elements <ul style="list-style-type: none"> <li>○ Students will analyze the audiovisual storytelling elements (e.g., framing, music, colors, etc.) in the mentor film</li> <li>○ Excerpts from written texts/short stories that employ the hero’s journey structure may be provided for additional analysis as needed.</li> </ul> </li> <li>● Students will learn to identify and analyze the purpose and effect of key elements of the departure phase of the journey through the mentor texts and transfer such learning to their book club books <ul style="list-style-type: none"> <li>○ Identify aspects of the character’s “ordinary life” and analyze how these elements contribute to characterization and mood <ul style="list-style-type: none"> <li>■ Students may create a visual representation (drawing or photograph) of the character’s ordinary world and label it with text evidence</li> </ul> </li> <li>○ Identify the problem, event, or opportunity (“inciting incident”) that disrupts that sense of normalcy for the hero and compare the characters’ responses to the inciting incident</li> <li>○ Consider the character’s response to the “call to adventure” and how that illuminates (or does not) character development</li> </ul> </li> </ul>	<p>4 weeks</p>



	<ul style="list-style-type: none"> <li>● Students will learn to identify and analyze the purpose and effect of key elements of the initiation phase of the journey through the mentor texts and transfer such learning to their book club books <ul style="list-style-type: none"> <li>○ Students will identify additional conflicts their character experiences and determine what contributed to the character successfully or unsuccessfully working through those conflicts <ul style="list-style-type: none"> <li>■ Students may write a postcard home summarizing the challenges they're facing and their feelings about them</li> <li>■ Students may use a timeline and/or physical manipulatives to track and rank the impact of the various conflicts on the character's development</li> </ul> </li> <li>○ Students define the key terms of the unit (resilience, adversity, obstacles, conflict), and practice finding examples that relate to their book club selection as well as real-world examples</li> </ul> </li> <li>● Students will learn to identify and analyze the purpose and effect of key elements of the return phase of the journey through the mentor texts and transfer such learning to their book club books <ul style="list-style-type: none"> <li>○ Students cite text evidence of how the character has or has not changed. Students may participate in kinesthetic activities such as <a href="#">tableau</a> to depict character change</li> <li>○ Through discussions and notebook writing, students reflect on what the character learned and how their life is or is not different now to make observations about theme</li> <li>○ Students consider how the themes would be different if the author chose a different ending</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>● To reinforce students’ learning, prepare them for the summative, and prompt text-to-self connections, students might write about overcoming obstacles in their own lives through quick writes or brief structured writing activities using elements of the hero’s journey structure</li> <li>● Students will have time to read and conference in class.</li> <li>● In preparation for summative, when watching mentor text film, students are prompted to notice and analyze contribution of visual elements to the narrative</li> </ul>	
RI.11-12.1 RI.11-12.2 RL.11-12.2 L.11-12.6	<p>Throughout the unit, students study supplemental texts (see English 3 Supplement List) to help them reflect on and discuss how conflicts, obstacles, and adversity shape us as people</p> <ul style="list-style-type: none"> <li>● Students will analyze supplemental texts for meaning and/or text features through a mix of strategies (e.g., individual completion of text-based questions on CommonLit; jigsaw; small group discussion; full class discussion through Socratic Seminar and/or TQE)</li> <li>● Students are prompted to make text-to-text, text-to-self and text-to-world connections</li> <li>● Teacher might aim to select texts that correspond to the stages of the hero’s journey that they are teaching. For example: <ul style="list-style-type: none"> <li>○ A nonfiction article about the benefits of failure when learning about trials and tribulations</li> <li>○ Fiction or nonfiction centering someone who overcame a difficult childhood when learning about the hero’s origin story</li> </ul> </li> </ul>	<i>Throughout book club study, approximately 1x per week</i>
W.11-12.3 SL.11-12.4 SL.11-12.5	Students apply knowledge of hero’s journey structure to write and create an original narrative film (or graphic novel adaptation)	1-2 weeks

SL.11-12.6	<ul style="list-style-type: none"> <li>● Students work collaboratively to determine the secondary character who will be the focus of their hero's journey narrative <ul style="list-style-type: none"> <li>○ Students will brainstorm what they know about who the character is and what they've experienced to base their narrative in text evidence</li> </ul> </li> <li>● Students use storyboard planners to: <ul style="list-style-type: none"> <li>○ map out key scenes along a simplified hero's journey trajectory with a written summary of key scenes</li> <li>○ plan character change and articulate theme</li> <li>○ brainstorm how to use visual techniques to enhance their story</li> </ul> </li> <li>● Mini lessons may be used to support narrative writing skills as needed</li> <li>● Students film and edit their films in class (suggested two class periods)</li> <li>● Students present films to their classmates, and orally explain how key learning objectives were met (e.g., how they developed the character, where they incorporated stages of the hero's journey into their film and the impact of their choices, etc.)</li> </ul>	
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**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

- Examples of Strategies and Practices that Support Students with Disabilities:**
- Use of visual and multisensory formats
  - Use of assisted technology
  - Use of prompts
  - Modification of content, student products, and assessment tools (rubrics for example)
  - Testing accommodations

- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Unit 3: Why Do Our Relationships Matter?: Examining Complexity in Fiction

**Pacing/Days:** 7 Weeks

**Unit Summary:** Through a whole-class novel study, students will explore the nature of our relationships. Students will dive into the way authors use literary elements to develop the relationships between their characters. Building on the students' knowledge of characterization and character development from English I and English II, this unit will challenge students to acknowledge *complexity* in characters and their relationships, and examine the interaction between those complex relationships, character development, and the novel's themes. Throughout the unit, scientific articles, short fictional works, and anecdotal reflections and discussions will provide additional perspectives on the purposes and effects of human relationships, and move students' thinking beyond the novel. Students will leave the unit not only with deeper literary analysis skills, but also a broader understanding of how *their own* relationships have shaped them into the people they are today, and how individual relationships shape, reflect, and matter to society.

### Learning Targets

**Unit Big Ideas:** Exploring complex relationships in fiction allows us to better understand how individual relationships, including our own, shape, reflect, and matter to society.

**Unit Essential Questions:**

- To what extent do our relationships influence who we become?
- Why do readers examine character interactions in fiction?
- Why is it important to pay attention to the particular words and phrases used in novels?
- What makes a good literary analysis claim?
- How do I use strong evidence to support my literary analysis claims?

**Unit Enduring Understandings:**

Students will understand that...

- The relationships we develop throughout our lives shape the way we view the world and ourselves, the values and beliefs we

**Student Learning Targets/Learning Objectives :**

Students will know and be able to...

<p>have, and the identities we associate with ourselves.</p> <ul style="list-style-type: none"> <li>● Analyzing the interactions between and among characters, events, and ideas throughout a novel allows readers to arrive at insights and conclusions about the text’s meaning, our own lives, and the world around us.</li> <li>● Readers can uncover narrative tone, and an author’s greater meaning, by homing in on, interpreting, and analyzing specific words and phrases.</li> <li>● Strong argumentative claims should concisely communicate a clear and knowledgeable position that can be supported with a line of reasoning and specific evidence.</li> <li>● In literary analysis writing, selecting evidence that is specific, relevant to your claims, and allows for interpretation leads to strong argumentation.</li> </ul>	<p>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.</p> <p>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).</p> <p>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 beautiful. (e.g., Shakespeare as well as other authors.)</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.11-12.9. 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 grade level text-complexity or above with scaffolding as needed.</p> <p>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.</p>
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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.11-12.7. 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

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, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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>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</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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. A. Observe hyphenation conventions. B. Spell correctly.</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.</p>
<p><b>Evidence of Learning :</b></p> <p><b>Formative:</b> Reading quizzes, reading and writing conferences, rough draft and revisions, discussions, evidence tracker</p> <p><b>Summative:</b> The following are summative assessment suggestions for the unit:</p> <p><b>Literary Analysis Essay:</b> Students will write a multi-paragraph essay that analyzes the complexity of a character’s important relationships in the text and how the author uses literary devices to develop the relationships. Suggested prompts: analyze how the author uses one or more complex relationships in the text to reveal a theme, analyze how two relationships are complex</p> <ul style="list-style-type: none"> <li>● Evaluation criteria: claim, evidence, reasoning, organization, mechanics</li> </ul> <p><b>On-Demand Reading &amp; Assessment:</b> Students will read (or watch/listen) to a passage then answer standards-aligned multiple choice questions, complete guided annotations, respond to open ended questions and/or write an on-demand essay. The focus should be aligned with the reading skills and standards for the unit.</p>	



- Evaluation criteria
  - Accuracy on multiple choice portion
  - Claim, evidence, reasoning for on-demand writing portion

**Socratic Seminar or Small Group Discussions:** Students will examine the complexities of the unit essential question through a discussion that incorporates evidence from the texts studied throughout the unit. Students will create their own questions to guide the discussion.

- Evaluation criteria:
  - Preparation, use of evidence and depth of analysis
  - Discussion skills (propelling the conversation forward, posing and responding to relevant and probing questions, active listening, clarifying or challenging ideas, prompting divergent and creative perspectives, responding thoughtfully to diverse perspectives, synthesize comments and claims)
  - Self-reflection

**Synthesis Project:** Students will work in small groups to synthesize information from the unit and how it helps them respond to the unit driving question(s). They will build their own hexagonal thinking pieces by including terms and ideas from the texts we studied and will work together to arrange them in a way that elucidates connections between the concepts. They will then individually choose 2 unique connection points and, through a written response or recorded discussion, elaborate on the significance of those connections.

- Evaluation criteria: collaboration to build on peers' ideas (active participation in creation of web), use of evidence and depth of analysis (writing)

## New Jersey State Learning Standards

**NJSLS Standards:**

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. Craft and Structure

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.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

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.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Primary Interdisciplinary Connections:**

Psychology (National Standards for High School Psychology Curricula):

Perception

2.5. Explain how diverse experiences and expectations influence perception

Social

1.2. Explain how experiences shape attitudes and beliefs

1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

2.1. Explain how the presence of other people can affect behavior

2.2. Describe how intergroup dynamics influence behavior

2.3. Explain how persuasive methods affect behavior and beliefs

2.4. Identify factors influencing attraction and relationships

2.5. Identify factors influencing aggression and conflict

2.6. Identify factors influencing altruism and helping behaviors

Personality

1.1. Explain how biological and environmental factors interact to influence personality

Multiculturalism and Gender

1.2. Describe the relationship between culture and conceptions of self and identity development

1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination

Social Studies

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over

different time periods.

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Health

2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

**Computer Science and Design Thinking Standards:**

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

<b>Lesson Plans</b>		
<b><i>Standard Student Learning Targets</i></b>	<b><i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEL</a>, LGBTQ, AAPI)</i></b>	<b><i>Timeframe</i></b>
RL.11-12.9 RL.11-12.10	<p>Complete introductory activities that introduce background information on the historical context and relevant topics or themes of the whole-class text. Options for whole class text include: <i>Sing, Unburied, Sing</i> by Jesmyn Ward [DEI; Amistad], <i>Little Fires Everywhere</i> by Celeste Ng [DEI], or other district approved full class text</p> <ul style="list-style-type: none"><li>• Activities can include webquests, scavenger hunts, or stations for historical context</li></ul>	2-3 days

	<ul style="list-style-type: none"> <li>● Relationships one pager or hexagonal thinking activity to reflect on and visually represent the important relationships in their lives</li> </ul>	
<p>RL.11-12.1          RL.11-12.3          RL.11-12.4          RL.11-12.6          RL.11-12.9          RL.11-12.10          L.11-12.5</p>	<p>As students progress through novel study, students define and analyze literary concepts such as complexity, tone, setting, and figurative language as they relate to the relationships and author’s message within the text</p> <ul style="list-style-type: none"> <li>● 1-2 mini lessons per week on above literary concepts using supplemental fictional texts or passages from the full class text, as appropriate             <ul style="list-style-type: none"> <li>○ Mini lessons will depend on student readiness, but may include: defining tone and analysis of tone and word choice in both dialogue and narration; how tone reveals layers of information about a character’s relationship to other characters and concepts; definition of complexity and identifying complexity in an individual character and/or a relationship or interaction; review of elements of setting; connecting setting (including historical context) to character development and themes; review and analysis of figurative language</li> </ul> </li> <li>● Individual, small group, and/or full class close reading activities serve to build and allow for transfer of literary analysis skills</li> <li>● Students use a graphic organizer to track key relationships throughout their reading and begin analysis of relevant passages (students should be given time in class to add to their tracker (e.g., through closure or do now activities))             <ul style="list-style-type: none"> <li>○ Students begin to connect these passages and the use of literary devices within them to developing themes in the text</li> </ul> </li> <li>● Weekly reading quizzes and/or TQE discussions on chunks of reading</li> <li>● Students may be given time in class to read (independently or otherwise) with teacher conferencing for support</li> </ul>	<p>4 weeks</p>

<p>RI.11-12.1  RI.11-12.2  RI.11-12.7  RL.11-12.9</p>	<p>Students will synthesize ideas from supplemental texts (poetry, short stories/excerpts, articles/essays, multimedia) to draw connections and add perspective to the relationships and experiences of the characters in their text</p> <ul style="list-style-type: none"> <li>● Strategies for review of the supplemental texts can include carousel discussions, silent discussions, small group TQE, whole class Socratic Seminar, jigsaw, stations, EdPuzzle, Peardeck</li> <li>● To reinforce students’ learning and prompt text-to-self connections, students might write about and discuss connections to relationships in their own lives through quick writes, partner activities, etc.</li> </ul>	<p>Throughout the unit (approx. 1x per week)</p>
<p>W.11-12.6  W.11-12.9  L.11-12.1  L.11-12.2</p>	<p>Students will write a literary analysis essay examining complexity in the text (see above for prompt suggestions)</p> <ul style="list-style-type: none"> <li>● Study sample literary analysis essays and, in a small group, discuss and make a list of what they notice about the authors’ use of various writing strategies</li> <li>● Grade/rank sample literary analysis claims and justify rankings using rubric criteria</li> <li>● Write complex literary analysis claims and supporting subclaims to develop a line of reasoning</li> <li>● Practice selecting the best evidence to support a claim (e.g., No Red Ink or teacher created resources)</li> <li>● Students learn when to quote, paraphrase, and summarize evidence</li> <li>● Students examine and select relevant evidence from their trackers, organizing it using a teacher-provided outline</li> <li>● Learn and practice strategies for contextualizing and integrating literary evidence</li> <li>● Use sentence stems (such as “By emphasizing _____, the author reveals _____”) to deepen analysis of language and author’s decisions</li> <li>● Peer revision to revise and edit initial draft</li> </ul>	<p>2 weeks</p>

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

### **Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

### **Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### **Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling I
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls

- Sentence frames
- Think-pair-share
- Cooperative learning groups



## Unit 4: How Does Language Influence, Inspire, and Manipulate Us?: Rhetoric, Research, and Sound Arguments

**Pacing/Days:** 6 weeks

**Unit Summary:** In this unit, students will examine the use of rhetoric and argument to determine how writers and speakers use specific rhetorical strategies to persuade their audience toward specific thoughts, feelings, and behaviors. They will have opportunities to analyze the role the rhetorical situation plays when crafting an argument, and identify and evaluate the effectiveness of rhetorical choices in various texts. Students will also learn the importance of consulting reliable sources and reading laterally to understand multiple perspectives and craft sound arguments. Students will apply their language and research skills to their own writing and speaking in a culminating unit assessment.

### Learning Targets

**Unit Big Ideas:** Studying rhetoric allows us to think critically about the arguments presented to us in our everyday lives so we can be aware of persuasive techniques that may hinder us from making fully-informed decisions.

#### Unit Essential Questions:

- How can language be used to influence our thoughts, feelings, and behaviors?
- Why is it important to be aware of rhetoric?
- How do we distinguish between reliable and unreliable information?
- How do we build knowledge to craft sound arguments?

#### Unit Enduring Understandings:

Students will understand that...

- Rhetorical strategies and rhetorical devices effectively, but sometimes deceptively, strengthen the impact of an argument on the intended audience's thoughts, feelings, and behaviors to a positive or negative end.

#### Student Learning Targets/Learning Objectives :

Students will know and be able to...

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.

<ul style="list-style-type: none"> <li>● By being aware of rhetorical techniques, we are able to evaluate, interpret and dissect information so we can think critically about arguments and make informed decisions in our everyday lives.</li> <li>● The presentation of evidence; expertise, purpose and credibility of the author and publication; and soundness of the arguments presented help us distinguish reliable from unreliable sources.</li> <li>● Comparing and contrasting multiple credible sources with different perspectives on the same topic gives thinkers a more thorough and accurate understanding of an issue, and allows writers to identify the strongest reasoning and evidence to support their ideas.</li> </ul>	<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.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an 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.11-12.8. 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.,</p>
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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).

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.

W.11-12.1A. 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.

W.11-12.1B. 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.

W.11-12.1C. 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.

W.11-12.1D. 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.

W.11-12.1E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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. 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. 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. 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. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

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).

L.11-12.3A Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.5A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5B. Analyze nuances in the meaning of words with similar denotations.

	<p>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.</p> <p>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.</p> <p>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><b>Evidence of Learning :</b></p> <p><b>Formative:</b> Close reading passages, jigsaw, one pager, TQE discussions, quick writes, analytical paragraph writing</p> <p><b>Summative Assessment:</b> Below are summative assessment options for this unit</p> <p><b>On-Demand Reading &amp; Assessment:</b> Students will read (or watch/listen) to a passage then answer standards-aligned multiple choice questions, complete guided annotations, respond to open ended questions, and/or write an essay. The focus should be aligned with the skills and standards for the unit.</p> <ul style="list-style-type: none"> <li>● Evaluation criteria <ul style="list-style-type: none"> <li>○ Accuracy on multiple choice portion</li> <li>○ Claim, evidence, reasoning for on-demand writing portion</li> </ul> </li> </ul> <p><b>Team Debate:</b> Students will choose from a selection of teacher-approved topics that can have two opposing points of view and will work in teams to support their assigned position on the topic. Students will conduct research and agree on subtopics that will focus the debate. One student from each team will be assigned a specific portion of the debate to write and present (introduction, subtopic body paragraphs, rebuttal, conclusion). During their team presentations, students must demonstrate their understanding of rhetoric from the unit to persuade the students in the audience to agree with their perspective. Students in the audience will evaluate the effectiveness of the arguments and use of rhetorical strategies.</p> <ul style="list-style-type: none"> <li>● Evaluation criteria: <ul style="list-style-type: none"> <li>○ Annotated bib: 2-3 reliable sources per student, MLA, explanation connected to topic, evaluation of reliability</li> <li>○ Written argument: Introduction, evidence, reasoning and analysis, organization, conclusion, use of rhetorical strategies</li> </ul> </li> </ul>	

- Debate: public speaking - eye contact, tone, pacing (students' choice of group representative)
- Evaluation: peer and personal

**Independent Researched Speech or Op-Ed:** Students will choose from a selection of teacher-approved topics and will be responsible for taking a clear stance on the topic. They will support their stance using research and rhetorical strategies to write a speech or Op-Ed which can be delivered in class or through a video-recording program such as FlipGrid. Students will be responsible for providing an author's statement explaining their rationale for using the rhetorical strategies in their writing.

- Evaluation criteria:

- Annotated bib: 2-3 reliable sources per student, MLA, explanation connected to topic, evaluation of reliability
- Written argument: Introduction, evidence, reasoning and analysis, organization, conclusion, use of rhetorical strategies
- Author's statement (personal evaluation)

## New Jersey State Learning Standards

### **NJSLS Standards:**

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.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 stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

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.

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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

NJSLSA.L3. 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.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

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.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

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.

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).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**Primary Interdisciplinary Connections:**

History:

6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

Economics:

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens

Psychology (National Standards for High School Psychology Curricula):

2.1. Explain how the presence of other people can affect behavior

2.2. Describe how intergroup dynamics influence behavior

2.3. Explain how persuasive methods affect behavior and beliefs



**Climate Change Standards:**

- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children and the environment.
- 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

<b>Lesson Plans</b>		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEI</a>, LGBTQ, AAPI)</i>	<i>Timeframe</i>
SL.11-12.3 SL.11-12.4 SL.11-12.6	Students practice identifying and/or developing arguments through introduction activity (e.g. play a game such as speed discussions or coin-toss arguments using low stakes topics, then identify and evaluate the ways that they tried to argue their positions)	1 day
RI.11-12.1 RI.11-12.6 RI.11-12.8 SL.11-12.3	<p>Students can define and identify the three rhetorical appeals, and begin to explain the way writers/speakers intentionally use rhetorical appeals to advance their argument.</p> <ul style="list-style-type: none"> <li>● Introduce the concept of ethos, pathos and logos by watching commercials and identifying the choices they employ to persuade viewers, and begin evaluating such choices (including considering when such choices may be manipulative or irrational)</li> <li>● Students make inferences about how to translate the appeals to writing and examine the same rhetorical appeals in a written work</li> </ul> <p>Students can identify the main idea or central argument of a piece, evaluate the reasoning, and begin to consider the relevance of the evidence.</p> <ul style="list-style-type: none"> <li>● Students practice deconstructing and explaining a short written argument</li> </ul>	3-4 days

	<ul style="list-style-type: none"> <li>● Introduce common fallacies (such as bandwagon, appeal to authority, middle ground, straw man, ad hominem, slippery slope, missing the point, hasty generalizations, and weak analogy) through a Peardeck that uses real-world relevant examples from media</li> </ul>	
RL.11-12.1 RL.11-12.6 SL.11-12.3 SL.11-12.4 SL.11-12.6	<p>Students learn to identify elements of the rhetorical situation and analyze the role they play in influencing the speaker’s/author’s tone and use of rhetorical appeals</p> <ul style="list-style-type: none"> <li>● Introduce the rhetorical situation through an interactive Pear Deck presentation using an accessible text such as “Be Our Guest” from <i>Beauty and the Beast</i>, “Mother Knows Best” from <i>Tangled</i>, “Poor Unfortunate Souls” or “Under the Sea” from <i>The Little Mermaid</i></li> <li>● Students work collaboratively and independently to complete a close read of a similarly accessible text to identify the elements of the rhetorical situation and draw connections to the tone and/or rhetorical appeals being used.</li> <li>● Through an improv style game, students will examine the impact of the rhetorical situation by crafting arguments based on changes in the characteristics of the speaker, audience, context, and motivation, then comparing how the delivery changed depending on the adjusted variables.</li> </ul>	4-5 days
RL.11-12.1 RL.11-12.6 RL.11-12.10 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.8	<p>Using a gradual release model for instruction, students study a variety of texts for the author/speaker’s use of rhetorical choices to deliver their argument, making connections to the rhetorical situation. Students evaluate the effectiveness of these choices for the author’s purpose, and the potential manipulative effect of these choices. Depending on student readiness and time:</p> <ul style="list-style-type: none"> <li>● Consider using news headlines, text messages, or similarly brief texts to determine the explicit and implicit effect of specific word choices. Students then explore diction in lengthier texts and analyze how word choice contributes to the speaker’s tone, develops a message/purpose, creates emotional appeals, etc.</li> </ul>	2 weeks

<p>RI.11-12.10 W.11-12.2B L.11-12.5A L.11-12.5B SL.11-12.3</p>	<ul style="list-style-type: none"> <li>● Consider using speeches to examine the use of rhetorical questions, repetition, anecdotes, and other applicable choices to develop the speaker’s argument</li> <li>● Consider using poetry to explore how the use of imagery, extended metaphor, juxtaposition, diction, and/or structural choices contribute to a poetic speaker’s argument</li> <li>● Use an article/op-ed about climate change to consider and evaluate how the use of scientific/academic sources and organization contributes to the overall argument</li> <li>● Consider using satirical texts to introduce the use of humor, hyperbole, irony, understatement, and/or euphemism to develop an argument</li> <li>● Consider using visual texts (e.g. print advertisements) to support or supplement any of the above instruction</li> </ul> <p>As a review, students compare and evaluate the effectiveness of the strategies and tone used in speeches with similar purposes or messages (for example, Presidential addresses, speeches after tragic events, commencement speeches, acceptance speeches, etc.)</p> <p>Students complete a close reading assessment in which they “cold read” a teacher-selected text, identify the argument being made, and analyze the author’s rhetorical choices to develop that argument</p>	
<p>W.11-12.2 W.11-12.7 W.11-12.8 L.11-12.3 SL.11-12.3 SL.11-12.4</p>	<p>In preparation for the assessment, students individually conduct research on a student-driven, teacher-approved debate topic. Then, students collaboratively write the summative argumentative speech. Depending on time, student interest and readiness, such activities may include:</p> <ul style="list-style-type: none"> <li>● Introduce the assessment and the debate structure through an episode of the Smash Boom Best podcast and evaluate which position had the stronger argument</li> </ul>	<p>1.5 weeks</p>

	<ul style="list-style-type: none"> <li>● Using a satirical source, introduce the importance of evaluating sources and consulting multiple perspectives. Provide instruction on levels of credibility</li> <li>● Through stations or similar activity, students evaluate a self-selected source that is relevant to their topic (relevance, credibility, charged rhetoric, potential biases of author, logical fallacies, etc.)</li> <li>● Students continue research and annotate their sources for information needed for summative writing (consider support of graphic organizer)</li> <li>● Students individually write annotated bibliography.</li> </ul>	
<p>W.11-12.1 L.11-12.3 SL.11-12.3 SL.11-12.4</p>	<p>Students collaboratively write and deliver an argumentative speech on their assigned topic that incorporates their research and knowledge of rhetorical strategies to argue their assigned position</p> <ul style="list-style-type: none"> <li>● Students learn and brainstorm potential argumentative structures for their work, including a review of counter argument paragraphs</li> <li>● Students learn and practice strategies for contextualizing and integrating informational evidence</li> <li>● Students synthesize details and evidence from multiple sources to support arguments in a multi-paragraph speech on their assigned topic</li> <li>● Students present their oral arguments and evaluate their peers' arguments and delivery</li> <li>● Students reflect on what they learned through the unit and debate and how it applies to their lives beyond our class</li> </ul>	<p>1 week</p>
<p><b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b></p>		
<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> </ul>		

- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Unit 5: How Do I Join Conversations About the World Around Me?: Using Multimodal Texts to Form Nuanced Arguments

**Pacing/Days:** 6 weeks

**Unit Summary:** This unit is designed to fortify and push deeper into the critical thinking, critical reading, and academic writing skills the students have developed throughout the year while offering a high degree of student choice and agency. Using a full class novel or play, students will examine the development of multiple themes, analyzing and discussing how these themes interact and build upon one another. Supplemental texts in a wide range of formats (songs, poems, images, nonfiction excerpts, film clips, news stories, opinion pieces, etc.) will offer additional perspectives on the thematic topics present in the novel, challenging students to make interdisciplinary and intertextual connections. Opportunities for discussion throughout the unit will promote student questioning and center student experiences. The unit will culminate in an argumentative writing piece in which students are tasked with making an original, nuanced argument of their own design, synthesizing and building upon ideas raised in multiple unit texts.

### Learning Targets

**Unit Big Ideas:** We are surrounded by complex ideas and arguments, and by meaningfully engaging with these ideas and arguments across texts, we can begin developing the necessary skills to join these conversations and share our thoughts, opinions, and beliefs in a nuanced way.

**Unit Essential Questions:**

- How do I use existing art, media, and arguments as a springboard for my own thinking?
- How does considering the context and limitations of my claims strengthen my writing?
- Why do we consider multiple themes in a literary text?

**Unit Enduring Understandings:**

Students will understand that...

- We can use existing art, media, and arguments as a springboard for our own

**Student Learning Targets/Learning Objectives:**

Students will know and be able to...

<p>thinking by considering how the themes and arguments of existing texts are relevant to society and to what extent we agree with various perspectives presented to us.</p> <ul style="list-style-type: none"> <li>● Accounting for the context and limitations of my claims, and incorporating them into my argument, makes my argument more convincing and specific.</li> <li>● By considering the interaction and development of multiple themes in a text, we are able to gain a deeper understanding of the author’s messages and explore the complex ways those themes present themselves in the world around us.</li> </ul>	<p>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.</p> <p>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.</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.11-12.9. 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 grade level text-complexity or above with scaffolding as needed.</p> <p>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.</p> <p>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.</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>
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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.

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, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

W.11-12.9A. 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”).



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.

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. 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 topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. 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. 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. 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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.

**Evidence of Learning :**

**Formative:** Reading quizzes, class discussions, close reads, notebook responses, evidence tracker, outline

**Summative:**

**Socratic Seminar:** Students will participate in a culminating full class discussion using Socratic Seminar or other discussion strategy. This discussion will be led using student-generated questions that allow them to draw connections between the central ideas of the whole-class text, supplemental texts, and their own experiences.

- Evaluation criteria:
  - Preparation, use of evidence and depth of analysis
  - Discussion skills (propelling the conversation forward, posing and responding to relevant and probing questions, active listening, clarifying or challenging ideas, prompting divergent and creative perspectives, responding thoughtfully to diverse perspectives, synthesize comments and claims)
  - Self-reflection

**Synthesis Essay:** After spending the unit making connections between developing themes in the novel and topics raised by supplemental texts, students will write an argumentative synthesis essay using the full class text, at least one supplemental text from the unit, and their own ideas, experiences, and prior knowledge. No prompt will be provided for the essay; rather, students will generate an original question and respond in an original, nuanced claim.

- Evaluation criteria: introduction, claim, evidence, reasoning and analysis, organization, conclusion, style and conventions

**New Jersey State Learning Standards**

**NJSLS Standards:**

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.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. 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, and audiences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

Financial Psychology

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

Creativity and Innovation

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Critical Thinking and Problem-Solving

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Primary Interdisciplinary Connections:**

History

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Economics

6.1.12.EconET.8.a: 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.

Media Arts

1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts

principles such as emphasis and tone.

Psychology (National Standards for High School Psychology Curricula):

Social

1.2. Explain how experiences shape attitudes and beliefs

1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

2.1. Explain how the presence of other people can affect behavior

2.2. Describe how intergroup dynamics influence behavior

Multiculturalism and Gender

1.1. Define culture and describe its role in individual and group characteristics

1.2. Describe the relationship between culture and conceptions of self and identity development

1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination

2.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation

<b>Lesson Plans</b>		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <u>DEL</u>, LGBTQ, AAPI)</i>	<i>Timeframe</i>
RL.11-12.9 RL.11-12.10	Build background knowledge on the whole-class text, including its topics, themes, and historical context <ul style="list-style-type: none"><li>Options for full class text:<ul style="list-style-type: none"><li><i>Death of A Salesman</i> by Arthur Miller</li><li><i>Fences</i> by August Wilson</li><li><i>Little Fires Everywhere</i> by Celeste Ng</li><li><i>Sing. Unburied, Sing</i> by Jesmyn Ward</li></ul></li></ul>	2-3 days

	<ul style="list-style-type: none"> <li>○ <i>The Great Gatsby</i> by F. Scott Fitzgerald (select chapters and film adaptation)</li> <li>○ Other board approved novel</li> <li>● Through stations, webquests, videos, etc., students will learn about the time period in which the full class text takes place and the specific historical and cultural developments related to the themes of the novel that they will explore throughout the unit</li> <li>● Introduce the characters of the whole-class text through a close reading activity (e.g. musical chairs) in which they read excerpts about the characters and make inferences about their characterization and role in the text</li> </ul>	
<p>RL.11-12.1          RL.11-12.2          RL.11-12.7          RL.11-12.10</p>	<p>As students progress through novel study, students analyze and connect multiple themes within the text</p> <ul style="list-style-type: none"> <li>● Students use a graphic organizer to track the development of their chosen theme(s) throughout their reading and begin analysis of relevant passages (students should be given time in class to add to their tracker (e.g., through closure or do now activities))             <ul style="list-style-type: none"> <li>○ Thematic topics can include wealth/inequality, loneliness, social class, gender, love, happiness, the American Dream, success, or other relevant topics as identified by the teacher or students.</li> </ul> </li> <li>● Weekly reading quizzes and/or TQE discussions on chunks of reading</li> <li>● Students may be given time in class to read (independently or otherwise) with teacher conferencing for support</li> <li>● 1-2 close reading activities and related discussions per week focus on the developing themes in the novel             <ul style="list-style-type: none"> <li>○ Mini lessons may be used to review or deepen literary analysis skills as needed to support student analysis of the close reading passages</li> <li>○ Close reading activities may include individual/small group annotation of teacher or student curated excerpts, TQE discussions in which students generate their own inquiry-driven</li> </ul> </li> </ul>	<p>3 weeks</p>

	<p>questions connected to their passages and themes, using a jigsaw structure to share ideas from passages and make connections to themes from the other groups, etc.</p> <ul style="list-style-type: none"> <li>Analyze a film adaptation of the written text and evaluate the filmmaker’s interpretation of the themes and main ideas of the novel</li> </ul>	
<p>RL.11-12.9 RI.11-12.1 RI.11-12.2 RI.11-12.7 RI.11-12.10</p>	<p>Students will synthesize ideas from supplemental texts (poetry, short stories/excerpts, articles/essays, multimedia) to draw connections and add perspective to topics/developing themes within their text</p> <ul style="list-style-type: none"> <li>Using a digital choice board organized by theme/topic (that correspond to the theme/topics that the students are tracking in the text), students will independently (or in small groups) read, annotate and tra</li> <li>To reinforce students’ learning and promote synthesis, students might write about and discuss connections to the full class in their own lives through discussion, quick writes, partner activities, etc.</li> </ul>	<p>Throughout the unit (approx. 1x per week)</p>
<p>SL.11-12.1 SL.11-12.2 SL.11-12.4</p>	<p>Students participate in a culminating full class Socratic Seminar</p> <ul style="list-style-type: none"> <li>Students generate and vote on student-crafted questions to use as a basis for the discussion</li> <li>Students use time in class to prepare for the discussion, jot down notes, and find find text evidence to support their responses</li> <li>Students participate in full class Socratic Seminar in 1-2 class periods</li> <li>Students reflect on classmates’ comments, how the discussion pushed their thinking, and how what they discussed might be a starting point for their synthesis writing</li> </ul>	<p>3 days</p>
<p>W.11-12.1 W.11-12.5 W.11-12.9A W.11-12.10 L.11-12.1</p>	<p>Students write an argumentative synthesis essay using evidence from the full class text, at least one supplemental text from the unit, and their own ideas, experiences, and prior knowledge as support</p> <ul style="list-style-type: none"> <li>Using Socratic Seminar questions, teacher models how to turn student questions into essay prompts</li> </ul>	<p>1 week</p>

L.11-12.2	<ul style="list-style-type: none"> <li>● Through a mini lesson and guided practice (as well as sentence stem scaffolds, as needed), students learn to generate qualified claims that respond to their questions</li> <li>● Students organize their evidence from trackers into an outline to use during the in-class writing</li> <li>● Over 1-2 days, students will write their in-class essay</li> <li>● Students will participate in a 1-day revision activity using a rubric aligned checklist prior to final submission</li> </ul>	
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**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content, student products, and assessment tools (rubrics for example)</li> <li>• Testing accommodations</li> <li>• Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)</li> </ul> <p><b>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the pace and content of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>
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**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

**Unit 6: How Does Sharing My Story Help Me Understand My True Voice?: An Exploration of Craft and Self through Memoir and Personal Essays**

**Pacing/Days:** 6 weeks

**Unit Summary:** This unit will provide an opportunity to revisit the year’s driving question--“How does the world around me shape the person I will become?”--through the lens of memoir and personal writing. Through a book club study, students will examine how memoirists’ experiences and interactions have shaped them into who they are, and students will use their discoveries as jumping off points for writing about their own experiences. Throughout the unit, students will study and practice the craft moves successful memoirists and student essayists make in order to most effectively tell their own stories. The unit will culminate with personal writing (either a short memoir or a college application essay) that asks students not only to apply the craft skills honed throughout the unit, but also to grapple with the results of their year-long inquiry into their own identities.

**Learning Targets**

**Unit Big Ideas:** Applying narrative techniques to personal writing allows us to create meaning from our everyday experiences and share our stories, often coming to a better understanding of ourselves in the process.

<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the key moments, experiences, traditions, places, and relationships that have made me who I am?</li> <li>● How does sharing my story help me understand my true voice?</li> <li>● How do writers make meaning out of personal experiences?</li> <li>● Where do writers find inspiration?</li> </ul>	
<p><b>Unit Enduring Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● A variety of moments and influences, including things that may not have seemed obvious to us at first pass, have shaped us into who we are as people</li> <li>● By reflecting on and sharing our personal stories, we better understand our own traits, values, aspirations, and what we can offer to the world through our unique points of view</li> <li>● Strong writers write specifically; they look for universal truths in their specific experiences and apply the craft tools of narrative writing to make their stories resonate with readers.</li> <li>● Paying attention to the small moments of daily life can provide strong writing inspiration</li> </ul>	<p><b>Student Learning Targets/Learning Objectives :</b> Students will know and be able to...</p> <p>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.</p> <p>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).</p> <p>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 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.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</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. A.</p>

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. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

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.

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. 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 topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. 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. 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. 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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.

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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.6. Acquire and use accurately 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.

**Evidence of Learning :**

**Formative:** Graded and ungraded formative assessment tools may include book club discussions, conferencing, quickwrites, notebook checks, weekly skills-aligned reading or writing assignments, draft personal narrative, revision assignment and reflection

**Summative:**

**Personal Essay:** Students will write their own personal essays (either a college application essay or a short personal memoir). For students writing college application essays, parameters (e.g. word count) should conform to the Common Application.

- Evaluation Criteria: Introduction, content/topic, use of narrative techniques, organization, conclusion, style/voice, conventions

**Creative Project:** Individually or in book club groups, students create a visual display (e.g., through photograph, collage, or other visual medium) of the objects that represent significant aspects of the memoirist’s personality, values, and story (their “essence”). In writing or through presentations, students will explain the reasons for the specific choice of objects, making connections to specific portions of the text and citing evidence.

- Evaluation criteria: creativity, effort/productivity, collaboration (if completed in groups), reasoning and analysis (explanation)

## New Jersey State Learning Standards

### **NJSLS Standards:**

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.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 stanza) relate to each other and the whole.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W10. 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, and audiences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. 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.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.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.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12.acc.C2a, 7.1.IL.IPRET.4).

**Primary Interdisciplinary Connections:**

Psychology (National Standards for High School Psychology Curricula):

Perception

2.5. Explain how diverse experiences and expectations influence perception

Social

1.1. Describe attributional explanations of behavior

1.2. Explain how experiences shape attitudes and beliefs

1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

Multiculturalism and Gender

1.2. Describe the relationship between culture and conceptions of self and identity development

Health

2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

<b>Lesson Plans</b>		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEI</a>, <a href="#">LGBTQ</a>, <a href="#">AAPI</a>)</i>	<i>Timeframe</i>
<p>W.11-12.10 RL.11-12.10</p>	<p>Students complete an introductory activity to get them thinking and writing about their own stories</p> <ul style="list-style-type: none"> <li>● Students may study and write their own “<a href="#">six word memoirs</a>”</li> <li>● Students may read and write alongside the poem “Where I’m From,” selecting important images, words, and phrases from their own lives</li> <li>● Students may participate in a “show and tell” of an important object after exploring <a href="#">What We Keep</a></li> </ul> <p>Students select book club memoirs via book tasting, first page read aloud, and/or exploration of authors through YouTube/interview clips. Book club selections include:</p> <ul style="list-style-type: none"> <li>● <i>Positive</i> by Paige Rawls [DEI]</li> <li>● <i>I Beat the Odds</i> by Michael Ohr [DEI]</li> <li>● <i>Tuesdays with Morrie</i> by Mitch Albom</li> <li>● <i>Someone Like Me</i> by Julissa Arce [DEI]</li> <li>● <i>Night</i> by Elie Weisel [Holocaust]</li> <li>● <i>Brave Face</i> by Shaun David Hutchinson [LGBTQ]</li> <li>● <i>Born a Crime</i> by Trevor Noah [DEI]</li> </ul>	<p>3-4 days</p>

	<ul style="list-style-type: none"> <li>● <i>The Glass Castle</i> by Jeanette Walls</li> <li>● <i>Educated</i> by Tara Westover [DEI]</li> </ul>	
<p>RL.11-12.1  RL.11-12.3  RL.11-12.4  RL.11-12.5  RL.11-12.10  W.11-12.3  SL.11-12.1  L.11-12.6</p>	<p>Students listen to audio selections from “The Moth” podcast. Through choice selections/small group work, students work to determine key elements of successful personal storytelling</p> <p>Students study a variety of mentor texts to examine and evaluate key writers’ craft moves. Using a gradual release model of instruction, students analyze how these craft moves work to create meaning in their book club selections and apply the skills to craft their own personal writing.</p> <ul style="list-style-type: none"> <li>● Teacher should identify 1-2 weekly skills around which to focus reading and writing instruction through mini lessons and analysis of mentor texts with full class instructional support. <ul style="list-style-type: none"> <li>○ Such skills may include: writers’ voice; creating effective openings; imagery, vivid language, and vignettes; selection of anecdotes to develop a universal theme; balancing reflection, action and description; crafting reflective conclusions</li> </ul> </li> <li>● Through a variety of strategies, students identify and analyze the same craft skills in their book club selections. <ul style="list-style-type: none"> <li>○ Such strategies may include stop and jots; notebook writing; mind maps; book club discussions; conferencing; and/or structured individual or group assignments (e.g., students may analyze the use of imagery in a vignette in their book club memoirs after looking at the same skill in a mentor text; book clubs may curate and present strong opening sentences from various chapters of their book after discussing engaging openings in a mentor text)</li> </ul> </li> </ul>	<p>4 weeks</p>



	<ul style="list-style-type: none"> <li>● Students will practice using the newly acquired craft skills in their own writing through a variety of formal and informal writing assignments aligned to weekly skills focuses (e.g. students may be asked to craft a vignette with strong imagery from a vivid childhood memory; students may practice writing strong opening sentences using multiple techniques)</li> </ul> <p>Students participate in book clubs to deepen their thinking about the text and make connections to their own lives.</p> <ul style="list-style-type: none"> <li>● Book clubs may have group assignments to reinforce analysis of writers’ craft skills as noted in the teaching point above.</li> <li>● Students generate questions for and participate in weekly book club discussions in order to build text comprehension, allow students to discuss craft observations in a broader context, honor student observations that do not align with weekly skills focuses, and explore why their author is telling their story.</li> <li>● Students make connections from their book club text to prior unit essential questions (e.g., “What is the most important relationship in your memoirist’s life and why?”), other texts, and their own lives.</li> <li>● Students complete a summative assessment to demonstrate complex thinking about and across their text</li> </ul> <p>Throughout the unit (e.g. as do nows), students freewrite on prompts designed to generate ideas for their personal writing. Prompts may be linked to prior unit essential questions and/or specific mentor texts. For example:</p> <ul style="list-style-type: none"> <li>● Students may write about the relationship in their life that has been most impactful on their values or development.</li> <li>● Students may write about overcoming a fear after reading “The Monsters of Kings Island”</li> </ul>	
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L.11-12.1 L.11-12.2 L.11-12.3 W.11-12.3 W.11-12.4 W.11-12.5	Students apply unit learning to craft their own memoirs and/or college application essays <ul style="list-style-type: none"> <li>● Mini lessons on college essay dos and don’ts and topic selection</li> <li>● Students discuss, evaluate and critique anonymous sample college application essays</li> <li>● Students work to deepen and refine their topic through a variety of reflective activities</li> <li>● Students explore different structural options for personal essay (narrative vs. montage)</li> <li>● Students draft choice of college application essays OR short memoir in class (teacher note: students should pull ideas from their notebook writing and assignments from throughout the unit)</li> </ul>	1-2 weeks

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|  | <ul style="list-style-type: none"> <li>• Students participate in guided self-revision and editing process, evaluating their work along rubric criteria</li> </ul> |  |
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**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

**Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups