

SPARTA TWP. PUBLIC SCHOOLS

Truth is Stranger than Fiction: Grade 12 English



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Adapted from:

New Jersey Student Learning Standards

Reviewed by:

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Sparta Township School District

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Sparta, NJ 07871

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VISION

The Sparta Language Arts department is committed to offering our students rigorous and challenging curricula that enable them to fully develop critical and creative thinking and communication skills. Through this, we will guide our students to evolve into articulate, global citizens who persevere through challenges and voice their ideas with maturity and sensibility. Our combined efforts will provide them with the tools to transfer these acquired skills to various disciplines and real-world applications to better prepare them to contribute to and succeed in the 21st century.

BELIEF STATEMENTS

Belief Statements:

- Foster an appreciation for reading and writing beyond their schooling
- Build confident, conscientious, independent readers and writers
- Expose students to multiple communication mediums to encourage digital citizenship
- Develop communication skills through the areas of reading, writing, speaking, listening, word study, and literary analysis
- Respond to the varying demands of audience, task, purpose, and discipline
- Guide students through the process from learning to read to reading to learn
- Teach students how to think, not what to think
- Challenge students to broaden their global perspectives and attitudes through open and respectful discourse, collaboration, and analysis
- Stress the value and skill of active listening
- Cultivate a sense of personal responsibility and accountability
- Promote shared responsibility for the education of our youth
- Aim to equip students both to read the world and write the future
- Inspire our students to surpass their own expectations

COURSE OVERVIEW

The Sparta School District *Truth is Stranger than Fiction* course is a senior selective offered at the college preparatory level. *Truth is Stranger than Fiction* allows students to explore non-fiction works in the United States and around the world, while utilizing and refining their New Jersey Student Learning Standard skills. This course will be run in an (optional) open-classroom format and encourages students to choose works in areas of their possible future studies. Students will conduct research in order to form their own educated opinions on local, national, and world issues that arise in the non-fiction works that they choose. In addition, students must complete a rigorous writing and reading component of the course. This will help students strengthen their analytical thinking, reading, writing, and researching practices.

COMPONENTS OF THE COURSE

The Components of a successful *Truth is Stranger than Fiction* program are:

- Reading challenging texts: non-fiction and current social issues and events.
- Completing a variety of writing throughout the year, such as argument writing, expository writing, narrative writing, analytical writing, blog posts, the senior research paper, etc.
- Listening and speaking standards
- Weekly current event article analysis and discussions
- Use of documentaries to study contemporary/historical issues

SCOPE AND SEQUENCE

(Pacing Guide)

Weeks Taught <i>(40 Total)</i>	Units of Study
4 Weeks	Unit 1- Summer Reading: Memoir/Narrative Writing/College Essay
7 Weeks	Unit 2- The Ethics of Medicine and Science /Food Production and Consumption: Reading Information/ Writing Argument
4 Weeks	Unit 3- Cultures Around the World: Writing Expository/Reading Information
4 Weeks	Unit 4-The Importance of Empathy: Reading Information-Literature/Writing Expository
6 Weeks	Unit 5- Human Impact on the Environment: Senior Paper (Argument Writing)
5 Weeks	Unit 6-Amazing Humans: Reading Information/Writing Expository
7 Weeks	Unit 7- Criminal Justice and Educational Systems Around the World: Reading Information/Literature/ Writing Narrative
3 Weeks	Unit 8- College/Career Readiness: Reading Information/Choice Writing

CONTENT AREA:	English	GRADE LEVEL	12
UNIT 1:	Summer Reading/Memoir/College Essay		
UNIT SUMMARY			
This unit continues to develop the skills necessary to determine central ideas and elements used in memoir (informational text) and connect those ideas to writing. Students will draw evidence from texts to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will analyze the author’s choices and the impact of those choices. Students will write memoir texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will continue to develop and improve their speaking, listening, and language skills throughout this unit.			
NEW JERSEY STUDENT LEARNING 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.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.			
21st CENTURY LIFE AND CAREER READY PRACTICES			
9.2 -For students to be knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.			
TECHNOLOGY STANDARDS			
8.1.12.D.1 Advocate and practice safe, legal, and responsible use of information and technology. 8.1.12.D.2 Demonstrate personal responsibility for lifelong learning. 8.1.12.D.3 Exhibit leadership for digital citizenship 8.1.12.E.1 Plan strategies to guide inquiry.			
CROSS CURRICULAR CONNECTIONS			
Social Studies: History-Students will make connections to contemporary issues based on the topics presented in their summer reading book selection. Social Studies: Psychology/Sociology- Students will make connections to psychological/sociological aspects/issues/concerns based on the topics presented in their summer reading book selection.			
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
- Students will understand and apply the elements of memoir - Students will understand that our personal histories affect the way we see the world.		- How do memoirs help us make meaning of our lives? - How do writers use reflection to make sense of prior experiences?	

Students will understand the impact of socioeconomic status on one's life.		
UNIT LEARNING TARGETS (Students will know how to...)		
- Identify elements of memoir - Apply elements of memoir in their own writing - Use reflection to make sense of their own prior experiences - Write narrative essays - Write College/What's Next Essay		
LEARNING ACTIVITIES: (Students will be able to...)		
- Engage in whole class discussions - Engage in structured independent work - Engage in group/partner collaborations - Engage in independent reading - Apply annotating skills to their reading and research - Engage in Harkness Method discussions - Apply techniques learned through modeling - Engage in one-on-one instruction - Self-assess through peer/teacher conferencing - Write expository essays - Write narrative essays - Analyze literature and nonfiction text - Practice speaking and listening skills - Create presentations - Engage in research from credible sources		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
Can include but not limited to: - Reading and discussion of memoirs - Reading group participation - Analysis of how narratives use elements of memoir - Podcasting - Choice Books - Current Event - Exit/Entry tickets - Journal writing - Photo analysis	Must include but not limited to: - Memoir Presentations - College/What's Next Essay	Can include but not limited to: - Oral/Visual Essay - Presentation - Memoir Expository Essay - Modified Essay based on student IEP - Student Created Assessment (must be pre-approved by teacher)

• Senior Paper weekly artifacts		
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Can include but not limited to: • Excerpts of <i>Animal, Vegetable, Miracle</i> by Barbara Kingsolver • Excerpts of <i>Teacher Man</i> by Frank McCourt • A variety of non-fiction articles • Accompanying videos		• Podcasts • Google Classroom • GAFE • Chromebooks • Media resources
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		
Unit 1 Books- Choice Memoirs (Summer Reading)		

CONTENT AREA:	English	GRADE LEVEL	12
UNIT 2:	The Ethics of Medicine and Science /Food Production and Consumption: Reading Information/ Writing Argument		
UNIT SUMMARY			
This unit continues to develop the skills necessary to determine central ideas and elements used in non-fiction texts and supplemental fictional texts in order to develop self-generated claims and incorporate those ideas into clear and concise argumentative writing. In order to accomplish this, students will draw evidence from texts to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will analyze the author’s choices and the impacts of those choices, in addition to an analysis of their choices. Students will write a variety of arguments in order to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Students will work on their speaking, listening and language skills throughout this unit.			
NEW JERSEY STUDENT LEARNING STANDARDS			
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.			

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

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

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

21st CENTURY LIFE AND CAREER READY PRACTICES

9.1-This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

TECHNOLOGY STANDARDS

8.1.12.A.1 Understand and use technology systems.

8.1.12.A.2 Select and use applications effectively and productively.

8.1.12.B.1 Apply existing knowledge to generate new ideas, products, or processes.

8.1.12.B.2 Create original works as a means of personal or group expression.

8.1.12.C.1 Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

CROSS CURRICULAR CONNECTIONS

Social Studies/History -Students will make connections to contemporary or historical issues based on the topics presented in their unit 2 books.

Social Studies/Sociology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 2 books.

Social Studies/Psychology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 2 books.

Science: Students will make connections to contemporary or historical issues based on the topics presented in their unit 2 books.

Math/Statistics- Students will make connections to contemporary or historical issues based on the topics presented in their unit 2 books.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that: • Current and historical events will affect their future. • One person has the ability to make change. • There are correct ethical procedures involved in scientific studies. • There is a method to implementing and applying the components of argument in their writing.	• Where should the ethical line be drawn in medicine/science? • How can our society take steps to end racism in medicine/science? • Where should the ethical line be drawn in food production and consumption? • How can our society takes step to end environmentally destructive food production processes?

			How can our society takes step to end animal cruelty in our food production processes?
UNIT LEARNING TARGETS (Students will know how to...)			
- Write argument essays - Analyze nonfiction texts - Practice speaking and listening skills			
LEARNING ACTIVITIES: (Students will be able to...)			
- Engage in whole class discussions - Engage in structured independent work - Engage in group/partner collaborations - Engage in independent reading - Apply annotating skills to their reading and research - Engage in Harkness Method discussions - Apply techniques learned through modeling - Engage in one-on-one instruction - Self-assess through peer/teacher conferencing - Write expository essays - Write narrative essays - Analyze literature and nonfiction text - Practice speaking and listening skills - Create presentations - Engage in research from credible sources			
EVIDENCE OF LEARNING:			
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS	
Can include but not limited to: - Reading and discussion of unit 2 books. - Reading group participation - Podcasting - Choice Books - Current Event - Exit/Entry tickets - Journal writing - Photo analysis - Senior Paper weekly artifacts	Must include but not limited to: - Food Industry/Medical Ethics Presentations - Choice Argument Essay	Can include but not limited to: - Oral/Visual Expository Essay - Presentation - Modified Essay based on student IEP - Student Created Assessment (must be pre-approved by teacher)	

Analysis of a variety of articles and media pertaining to topics.		
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Can include but not limited to: - Excerpts of <i>Animal, Vegetable, Miracle</i> by Barbara Kingsolver - Excerpts of <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot - A variety of non-fiction articles - Accompanying videos/media excerpts - Films: <i>Animal Inc.</i> and <i>The Immortal Life of Henrietta Lacks</i>		- Podcasts - Google Classroom - GAFE - Chromebooks - Media resources
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		
Due to student “choice” from units 2-8 in reading selections, students’ cross-curricular connections will vary based on each individual student.		

CONTENT AREA:	English	GRADE LEVEL	12
UNIT 3:	Cultures Around the World: Reading Information/Writing Expository		
UNIT SUMMARY			
This unit continues to develop the necessary skills to conduct short as well as more sustained research by utilizing an inquiry-based research process and by examining different cultures around the world. In order to accomplish this, students will draw evidence from their research to support their analysis. Students will write a series of expository pieces (short and long) in order to convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will create a presentation and work on their speaking, listening, and language skills throughout this unit.			
NEW JERSEY STUDENT LEARNING STANDARDS			

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.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.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.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.

21st CENTURY LIFE AND CAREER READY PRACTICES

9.0-To continually self-reflect and seek to improve the essential life and career practices that lead to success.

TECHNOLOGY STANDARDS

8.1.12.A.1 Understand and use technology systems.

8.1.12.B.1 Apply existing knowledge to generate new ideas, products, or processes.

8.1.12.B.2 Create original works as a means of personal or group expression.

8.1.12.C.1 Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

8.1.12.C.2 Communicate information and ideas to multiple audiences using a variety of media and formats.

8.1.12.C.3 Develop cultural understanding and global awareness by engaging with learners of other cultures

8.1.12.C.4 Contribute to project teams to produce original works or solve problems.

8.1.12.D.1 Advocate and practice safe, legal, and responsible use of information and technology.

CROSS CURRICULAR CONNECTIONS

Social Studies/History -Students will make connections to contemporary or historical issues based on the topics presented in their unit 3 books.

Social Studies/Sociology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 3 books.

Social Studies/Psychology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 3 books.

Science: Students will make connections to contemporary or historical issues based on the topics presented in their unit 3 books.

Math/Statistics- Students will make connections to contemporary or historical issues based on the topics presented in their unit 3 books.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that: • Students will understand how cultural identity is shaped by many influences. • Students will understand how to research in order to find data to support claims and analysis. • Students will understand the purpose of public education and explore how it can be improved.	• How do cultural perceptions affect views of cultures outside of one's own? • When and where in society have hate crimes been committed due to cultural differences? • How can education play a role in reducing hate crimes based on cultural/social/sexuality/gender differences?
UNIT LEARNING TARGETS (Students will know how to...)	
• Write narrative texts • Analyze literature and nonfiction text • Practice speaking and listening skills • Engage in sustained research • Create and present Google Slides Presentations	
LEARNING ACTIVITIES: (Students will be able to...)	
• Engage in whole class discussions • Engage in structured independent work • Engage in group/partner collaborations • Engage in independent reading • Apply annotating skills to their reading and research • Engage in Harkness Method discussions • Apply techniques learned through modeling • Engage in one-on-one instruction • Self-assess through peer/teacher conferencing • Write expository essays • Write narrative essays • Analyze literature and nonfiction text • Practice speaking and listening skills • Create presentations • Engage in research from credible sources	
EVIDENCE OF LEARNING:	

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
Can include but not limited to: • Reading and discussion of unit 3 books. • Reading group participation • Analysis of how narratives use elements of memoir • Podcasting ◦ Choice Books ◦ Current Event • Exit/Entry tickets • Journal writing • Photo analysis • Senior Paper weekly artifacts	Must include but not limited to: • Culture Presentations • Choice Expository Essay	Can include but not limited to: • Oral/Visual Expository Essay • Presentation • Modified Essay based on student IEP • Student Created Assessment (must be pre-approved by teacher)
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Can include but not limited to: • A variety of non-fiction articles • Accompanying videos/media excerpts • Films excerpts: <i>The Gods Must be Crazy</i> and <i>Apocalypto</i> • Ted Talks • Streamed documentaries		• Podcasts • Google Classroom • GAFE • Chromebooks • Media resources
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		
Due to student “choice” from units 2-8 in reading selections, students’ cross-curricular connections will vary based on each individual student.		

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CONTENT AREA:	English	GRADE LEVEL	12
UNIT 4:	The Importance of Empathy: Reading Information-Literature/Writing Expository		
UNIT SUMMARY			
Through the exploration of empathy, this unit continues to develop the necessary skills to conduct short as well as more sustained research using an inquiry-based research process. In order to accomplish this, students will draw evidence from their research to support their analysis. Students will write a series of expository writings (short and long) in order to convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will create a collaborative podcast and work on their speaking, listening, and language skills throughout this unit.			
NEW JERSEY STUDENT LEARNING STANDARDS			
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.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.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.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
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.			
21st CENTURY LIFE AND CAREER READY PRACTICES			
9.2 -This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.			
TECHNOLOGY STANDARDS			
8.1.12.A.1 Understand and use technology systems.			
8.1.12.B.2 Create original works as a means of personal or group expression.			
8.1.12.C.1 Interact, collaborate, and publish with peers, experts, or others by employing a			

variety of digital environments and media.

8.1.12.C.2 Communicate information and ideas to multiple audiences using a variety of media and formats.

8.1.12.D.1 Advocate and practice safe, legal, and responsible use of information and technology.

8.1.12.D.2 Demonstrate personal responsibility for lifelong learning.

8.1.12.D.3 Exhibit leadership for digital citizenship

CROSS CURRICULAR CONNECTIONS

Social Studies/History -Students will make connections to contemporary or historical issues based on the topics presented in their unit 4 books.

Social Studies/Sociology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 4 books.

Social Studies/Psychology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 4 books.

Science: Students will make connections to contemporary or historical issues based on the topics presented in their unit 4 books.

Math/Statistics- Students will make connections to contemporary or historical issues based on the topics presented in their unit 4 books.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that: Students will understand the impact that empathy or the lack of empathy has on our society through research and exploration of independent and class texts.	- How can empathy impact the way that we make our decisions? - Can empathy be taught?

UNIT LEARNING TARGETS (Students will know how to...)

- Write expository pieces
- Analyze literature and nonfiction text
- Practice speaking and listening skills
- Engage in sustained research
- Create a partner/small group podcast
- Analyze the podcasts of their peers

LEARNING ACTIVITIES: (Students will be able to...)

- Engage in whole class discussions
- Engage in structured independent work
- Engage in group/partner collaborations
- Engage in independent reading
- Apply annotating skills to their reading and research
- Engage in Harkness Method discussions

• Apply techniques learned through modeling • Engage in one-on-one instruction • Self-assess through peer/teacher conferencing • Write expository essays • Write narrative essays • Analyze literature and nonfiction text • Practice speaking and listening skills • Create presentations • Determine credible from un-credible sources • Engage in research from credible sources		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
Can include but not limited to: • Reading and discussion of unit 4 books. • Reading group participation • Analysis of how narratives use elements of memoir • Podcasting ◦ Choice Books ◦ Current Event • Exit/Entry tickets • Journal writing • Photo analysis • Senior Paper weekly artifacts	Must include but not limited to: • Empathy Presentations • Choice Expository Essay	Can include but not limited to: • Oral/Visual Expository Essay • Presentation • Modified Essay based on student IEP • Student Created Assessment (must be pre-approved by teacher)
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Can include but not limited to: • Excerpts of <i>Tuesdays with Morrie</i> by Mitch Albom • Excerpts of <i>Look Me in the Eye</i> by John Elder Robison • A variety of non-fiction articles • Accompanying videos/media excerpts • <i>The Kindness Diaries</i>		• Podcasts • Google Classroom • GAFE • Chromebooks • Media resources
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		

TEACHER NOTES:

Due to student “choice” from units 2-8 in reading selections, students’ cross-curricular connections will vary based on each individual student.

CONTENT AREA:	English	GRADE LEVEL	12
UNIT 5:	Human Impact on the Environment/Senior Paper: Reading Information-Literature/Writing Argument		
UNIT SUMMARY			
This unit continues to develop the skills necessary skills to determine central ideas and elements used in non-fiction texts and supplemental fictional texts in order to develop self-generated claims and incorporate those ideas into clear and concise argumentative writing. Students will complete their required Senior Paper in this unit. In order to accomplish this, students will draw evidence from texts to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will analyze an author’s choices and the impacts of those choices. Students will write a formal 6-8 page Argument essay (Senior Paper) in order to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will work on their speaking, listening, and language skills throughout this unit.			
NEW JERSEY STUDENT LEARNING STANDARDS			
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

21st CENTURY LIFE AND CAREER READY PRACTICES

9.2-This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

TECHNOLOGY STANDARDS

8.1.12.A.1 Understand and use technology systems.

8.1.12.A.2 Select and use applications effectively and productively.

8.1.12.B.1 Apply existing knowledge to generate new ideas, products, or processes.

8.1.12.B.2 Create original works as a means of personal or group expression.

8.1.12.C.1 Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

8.1.12.C.2 Communicate information and ideas to multiple audiences using a variety of media and formats.

8.1.12.C.3 Develop cultural understanding and global awareness by engaging with learners of other cultures

8.1.12.C.4 Contribute to project teams to produce original works or solve problems.

8.1.12.D.1 Advocate and practice safe, legal, and responsible use of information and technology.

8.1.12.D.2 Demonstrate personal responsibility for lifelong learning.

8.1.12.D.3 Exhibit leadership for digital citizenship

8.1.12.E.1 Plan strategies to guide inquiry.

8.1.12.E.2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

8.1.12.E.3 Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

8.1.12.E.4 Process data and report results.

8.1.12.F.1 Identify and define authentic problems and significant questions for investigation.

8.1.12.F.2 Plan and manage activities to develop a solution or complete a project.

8.1.12.F.3 Collect and analyze data to identify solutions and/or make informed decisions.

8.1.12.F.4 Use multiple processes and diverse perspectives to explore alternative solutions.

CROSS CURRICULAR CONNECTIONS

Social Studies/History -Students will make connections to contemporary or historical issues based on the topics presented in their unit 5 books.

Social Studies/Sociology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 5 books.

Social Studies/Psychology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 5 books.

Science: Students will make connections to contemporary or historical issues based on the topics presented in their unit 5 books.

Math/Statistics- Students will make connections to contemporary or historical issues based on the topics presented in their unit 5 books.

ENDURING UNDERSTANDINGS

Students will understand that:

- Students will understand the impact of society's choices regarding our environment.
- Students will understand that a society's political structure has an impact on its environmental stance.

ESSENTIAL QUESTIONS

- How have society's past choices impacted our environment today?
- What is the current debate around the issue of climate change?
- How can individuals help to reduce their carbon footprint?

UNIT LEARNING TARGETS (Students will know how to...)

- Present arguments using technology and research for support
- Listen and answer text-based questions
- Participate in whole class discussions
- Participate in small group or partner activities
- Author their Senior Paper
- Analyze literature and nonfiction text
- Practice speaking and listening skills
- Engage in sustained research
- Write their Senior Paper Final Drafts

LEARNING ACTIVITIES: (Students will be able to...)

- Engage in whole class discussions
- Engage in structured independent work
- Engage in group/partner collaborations
- Engage in independent reading
- Apply annotating skills to their reading and research
- Engage in Harkness Method discussions
- Apply techniques learned through modeling
- Engage in one-on-one instruction
- Self-assess through peer/teacher conferencing
- Write expository essays

• Write narrative essays • Analyze literature and nonfiction text • Practice speaking and listening skills • Create presentations • Determine credible from un-credible sources • Engage in research from credible sources		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
Can include but not limited to: • Reading and discussion of unit 5 books. • Reading group participation • Analysis of how narratives use elements of memoir • Podcasting ○ Choice Books ○ Current Event • Exit/Entry tickets • Journal writing • Photo analysis • Senior Paper weekly artifacts	Must include but not limited to: • Human Impact Presentations • Senior Paper (Argument)	Can include but not limited to: • Oral/Visual Expository Essay • Presentation • Modified Essay based on student IEP • Student Created Assessment (must be pre-approved by teacher)
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Can include but not limited to: • Excerpts of <i>The Sixth Extinction: An Unnatural History</i> by Elizabeth Kolbert • Excerpts of <i>Animal, Vegetable, Miracle</i> by Barbara Kingsolver • A variety of non-fiction articles • Accompanying videos/media excerpts • <i>Before the Flood</i>		• Podcasts • Google Classroom • GAFE • Chromebooks • Media resources
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		

Due to student “choice” from units 2-8 in reading selections, students’ cross-curricular connections will vary based on each individual student.

CONTENT AREA:	English	GRADE LEVEL	12
UNIT 6:	Amazing Humans: Reading Information-Literature/ Writing Expository		
UNIT SUMMARY			
This unit continues to develop the necessary skills to conduct short as well as more sustained research, using an inquiry-based research process, by exploring human potential. In order to accomplish this, students will draw evidence from their research to support their analysis. Students will write a series of expository writings (short and long) in order to convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will create a collaborative podcast and work on their speaking, listening, and language skills throughout this unit.			
NEW JERSEY STUDENT LEARNING 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.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.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.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.			
21st CENTURY LIFE AND CAREER READY PRACTICES			

9.1-This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2-This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

TECHNOLOGY STANDARDS

8.1.12.A.1 Understand and use technology systems.

8.1.12.A.2 Select and use applications effectively and productively.

8.1.12.B.1 Apply existing knowledge to generate new ideas, products, or processes.

8.1.12.B.2 Create original works as a means of personal or group expression.

8.1.12.C.1 Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

8.1.12.C.2 Communicate information and ideas to multiple audiences using a variety of media and formats.

8.1.12.C.3 Develop cultural understanding and global awareness by engaging with learners of other cultures

8.1.12.C.4 Contribute to project teams to produce original works or solve problems.

8.1.12.D.1 Advocate and practice safe, legal, and responsible use of information and technology.

8.1.12.D.2 Demonstrate personal responsibility for lifelong learning.

8.1.12.D.3 Exhibit leadership for digital citizenship

CROSS CURRICULAR CONNECTIONS

Social Studies/History -Students will make connections to contemporary or historical issues based on the topics presented in their unit 6 books.

Social Studies/Sociology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 6 books.

Social Studies/Psychology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 6 books.

Science: Students will make connections to contemporary or historical issues based on the topics presented in their unit 6 books.

Math/Statistics- Students will make connections to contemporary or historical issues based on the topics presented in their unit 6 books.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

Students will understand that: Students will understand the geographic and socioeconomic influences on individual success.	- How can human potential go beyond normal limits? - How does human progress and accomplishment vary by culture? - Is there a noticeable difference between success and socioeconomics?	
UNIT LEARNING TARGETS (Students will know how to...)		
- Write expository pieces - Analyze literature and nonfiction text - Practice speaking and listening skills - Engage in sustained research - Create a partner/small group podcast - Analyze the podcasts of their peers		
LEARNING ACTIVITIES: (Students will be able to...)		
- Engage in whole class discussions - Engage in structured independent work - Engage in group/partner collaborations - Engage in independent reading - Apply annotating skills to their reading and research - Engage in Harkness Method discussions - Apply techniques learned through modeling - Engage in one-on-one instruction - Self-assess through peer/teacher conferencing - Write expository essays - Write narrative essays - Analyze literature and nonfiction text - Practice speaking and listening skills - Create presentations - Discern credible from un-credible sources - Engage in research from credible sources		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
Can include but not limited to: - Reading and discussion of unit 6 books. - Reading group participation - Analysis of how narratives use elements of memoir - Podcasting	Must include but not limited to: - Amazing Humans Presentations - Choice Expository Essay	Can include but not limited to: - Oral/Visual Expository Essay - Presentation - Modified Essay based on student IEP - Student Created Assessment (must be pre-approved by teacher)

○ Choice Books ○ Current Event ● Exit/Entry tickets ● Journal writing ● Photo analysis ● Senior Paper weekly artifacts		
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Can include but not limited to: ● Excerpts of <i>Born a Crime: Stories from a South African Childhood</i> by Trevor Noah ● Excerpts of <i>The Dominant and Redeemed</i> ● A variety of non-fiction articles ● Accompanying videos/media excerpts ● Documentary: <i>Free Solo</i> ● Documentary: <i>Charged</i>		● Podcasts ● Google Classroom ● GAFE ● Chromebooks ● Media resources
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		
Due to student “choice” from units 2-8 in reading selections, students’ cross-curricular connections will vary based on each individual student.		

CONTENT AREA:	English	GRADE LEVEL	12
UNIT 7:	Criminal Justice and Educational Systems Around the World: Reading Information-Literature/Writing Narrative		
UNIT SUMMARY			
Through researching criminal justice and education systems around the world, students will continue to develop the necessary skills to conduct short as well as more sustained research. In order to accomplish this, students will draw evidence from their research to support their analysis. Students will write a series of narrative writings (short and long) in order to convey complex ideas, concepts and			

information clearly and accurately through the effective selection, organization, and analysis of content.

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

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.

21st CENTURY LIFE AND CAREER READY PRACTICES

9.2-This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

TECHNOLOGY STANDARDS

8.1.12.A.1 Understand and use technology systems.

8.1.12.A.2 Select and use applications effectively and productively.

8.1.12.B.1 Apply existing knowledge to generate new ideas, products, or processes.

8.1.12.B.2 Create original works as a means of personal or group expression.

8.1.12.C.3 Develop cultural understanding and global awareness by engaging with learners of other cultures

8.1.12.C.4 Contribute to project teams to produce original works or solve problems.

8.1.12.D.1 Advocate and practice safe, legal, and responsible use of information and technology.

8.1.12.D.2 Demonstrate personal responsibility for lifelong learning.

8.1.12.F.2 Plan and manage activities to develop a solution or complete a project.

8.1.12.F.3 Collect and analyze data to identify solutions and/or make informed decisions.

8.1.12.F.4 Use multiple processes and diverse perspectives to explore alternative solutions.

CROSS CURRICULAR CONNECTIONS

Social Studies/History -Students will make connections to contemporary or historical issues based on the topics presented in their unit 7 books.

Social Studies/Sociology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 7 books.

Social Studies/Psychology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 7 books.

Science: Students will make connections to contemporary or historical issues based on the topics presented in their unit 7 books.

Math/Statistics- Students will make connections to contemporary or historical issues based on the topics presented in their unit 7 books.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that: • Students will understand the geographical, socioeconomic, and educational influences on individual success.	• How can human potential be thwarted based on geographical and/or socio-economic reasons? • How do criminal justice and education systems vary across cultures and geographical location? • Is there a noticeable difference between success and socioeconomics? • Is there a noticeable difference between success and education?

UNIT LEARNING TARGETS (Students will know how to...)

- Write narrative texts
- Analyze literature and nonfiction text
- Practice speaking and listening skills
- Engage in sustained research
- Create and present Presentations

LEARNING ACTIVITIES: (Students will be able to...)

- Engage in whole class discussions
- Engage in structured independent work
- Engage in group/partner collaborations
- Engage in independent reading
- Apply annotating skills to their reading and research
- Engage in Harkness Method discussions

• Apply techniques learned through modeling • Engage in one-on-one instruction • Self-assess through peer/teacher conferencing • Write expository essays • Write narrative essays • Analyze literature and nonfiction text • Practice speaking and listening skills • Create presentations • Determine credible from un-credible sources • Engage in research from credible sources		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
Can include but not limited to: • Reading and discussion of unit 7 books. • Reading group participation • Analysis of how narratives use elements of memoir • Podcasting ○ Choice Books ○ Current Event • Exit/Entry tickets • Journal writing • Photo analysis	Must include but not limited to: • Criminal Justice System Presentations • Choice Narrative Essay	Can include but not limited to: • Oral/Visual Expository Essay • Presentation • Modified Essay based on student IEP • Student Created Assessment (must be pre-approved by teacher)
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Can include but not limited to: • Excerpts of <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander • A variety of non-fiction articles • Accompanying videos/media excerpts • Podcast: <i>Serial: Season 1: The Cast Against Adnan Syed</i> • <i>The Exonerated</i>		• Podcasts • Google Classroom • GAFE • Chromebooks • Media resources
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		

TEACHER NOTES:
Due to student “choice” from units 2-8 in reading selections, students’ cross-curricular connections will vary based on each individual student.

CONTENT AREA:	English	GRADE LEVEL	12
UNIT 8:	College/Career Readiness: Reading Information/Choice Writing		
UNIT SUMMARY			
By exploring college and career readiness topics, students will write a series of (choice) argument/expository/narrative writings (short and long) in order to convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. This culminating unit allows students to select works and modes of expression that reflect their goals beyond high school.			
NEW JERSEY STUDENT LEARNING 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.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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
21st CENTURY LIFE AND CAREER READY PRACTICES			

9.3-This standard outlines what students should know and be able to do upon completion of a CTE Program of Study

TECHNOLOGY STANDARDS

8.1.12.A.1 Understand and use technology systems.

8.1.12.A.2 Select and use applications effectively and productively.

8.1.12.B.1 Apply existing knowledge to generate new ideas, products, or processes.

8.1.12.B.2 Create original works as a means of personal or group expression.

8.1.12.C.3 Develop cultural understanding and global awareness by engaging with learners of other cultures

8.1.12.D.1 Advocate and practice safe, legal, and responsible use of information and technology.

8.1.12.D.2 Demonstrate personal responsibility for lifelong learning.

8.1.12.D.3 Exhibit leadership for digital citizenship

8.1.12.E.1 Plan strategies to guide inquiry.

8.1.12.E.2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

8.1.12.E.3 Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

8.1.12.E.4 Process data and report results.

CROSS CURRICULAR CONNECTIONS

Social Studies/History -Students will make connections to contemporary or historical issues based on the topics presented in their unit 8 books.

Social Studies/Sociology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 8 books.

Social Studies/Psychology- Students will make connections to contemporary or historical issues based on the topics presented in their unit 8 books.

Science: Students will make connections to contemporary or historical issues based on the topics presented in their unit 8 books.

Math/Statistics- Students will make connections to contemporary or historical issues based on the topics presented in their unit 8 books.

ENDURING UNDERSTANDINGS

Students will understand that:

- Students will understand the impact of their choices and how they can/will affect their future.

ESSENTIAL QUESTIONS

- How can the choices that I make today impact my future?
- How can the individual positively contribute to the current global society?

Students will understand the financial responsibilities that accompany college/work life.	How can we plan for careers that do not yet exist?	
UNIT LEARNING TARGETS (Students will know how to...)		
- Present arguments using technology and research for support - Listen and answer text based questions - Participate in whole class discussions - Participate in small group or partner activities - Analyze literature and nonfiction text - Practice speaking and listening skills - Engage in sustained research		
LEARNING ACTIVITIES: (Students will be able to...)		
- Engage in whole class discussions - Engage in structured independent work - Engage in group/partner collaborations - Engage in independent reading - Apply annotating skills to their reading and research - Engage in Harkness Method discussions - Apply techniques learned through modeling - Engage in one-on-one instruction - Self-assess through peer/teacher conferencing - Write expository essays - Write narrative essays - Analyze literature and nonfiction text - Practice speaking and listening skills - Create presentations - Determine credible from un-credible sources - Engage in research from credible sources		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
Can include but not limited to: - Reading and discussion of unit 8 books. - Reading group participation - Analysis of how narratives use elements of memoir - Podcasting - Choice Books	Must include but not limited to: - Choice Presentation - Choice Essay	Can include but not limited to: - Oral/Visual Expository Essay - Presentation - Modified Essay based on student IEP - Student Created Assessment (must be pre-approved by teacher)

○ Current Event ● Exit/Entry tickets ● Journal writing ● Photo analysis		
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Can include but not limited to: ● Online budgeting tools ● A variety of non-fiction articles ● Accompanying videos/media excerpts ● <i>30 Days: Living on Minimum Wage</i> ● <i>The Hunting Ground</i> ● <i>Broke, Busted, and Disgusted: A Film about the True Cost of College</i>		● Podcasts ● Google Classroom ● GAFE ● Chromebooks ● Media resources
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		
Due to student “choice” from units 2-8 in reading selections, students’ cross-curricular connections will vary based on each individual student.		