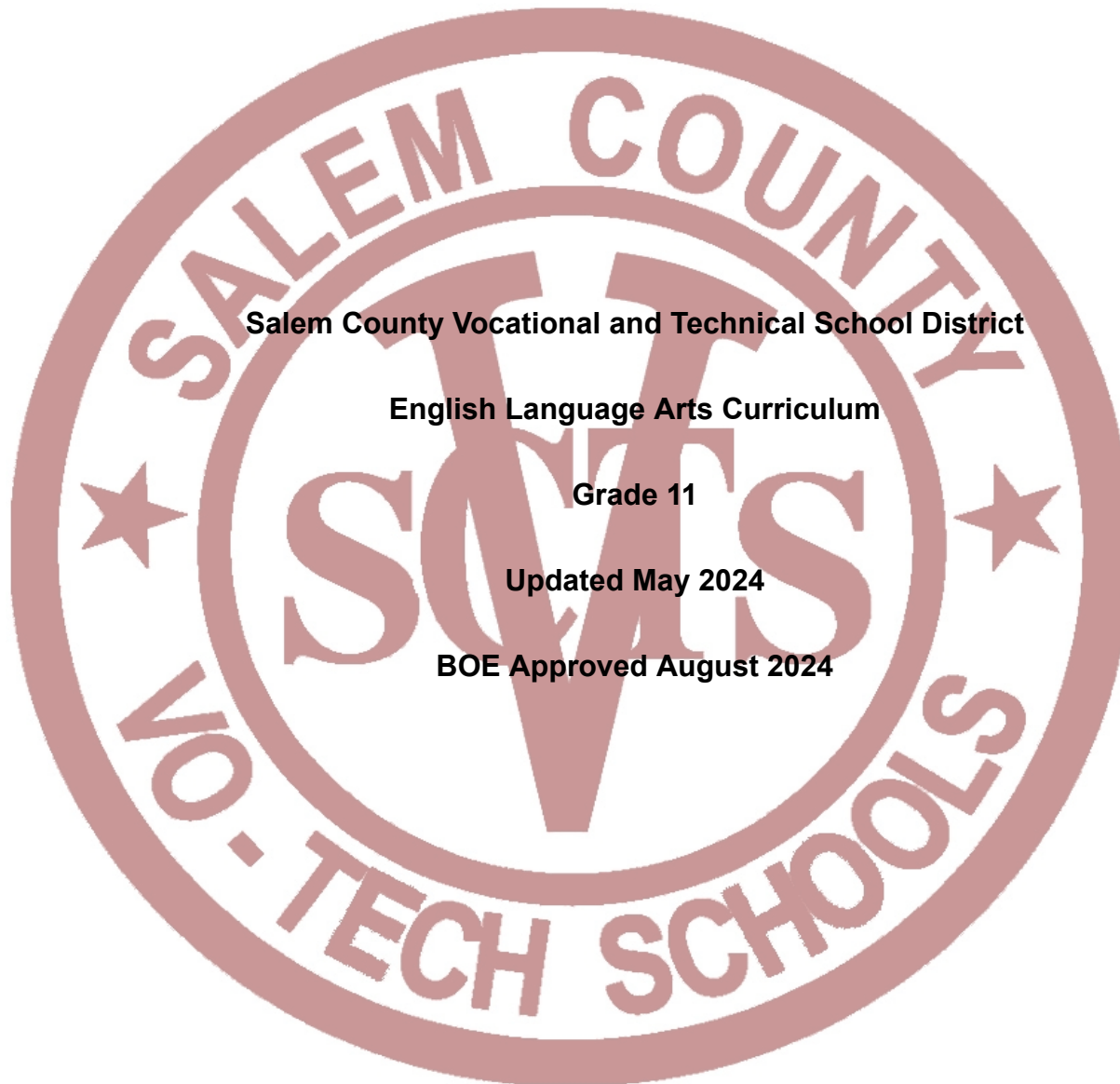




District Mission Statement/Standards and Commitments

Mission Statement

The mission of the Salem County Vocational Technical School District is to prepare students for employment, for further education leading to employment, and for lifelong learning.

Standards and Commitments

Our schools will provide an engaging and challenging curriculum that addresses the New Jersey Student Learning Standards (NJSLS). Teaching and learning will take place in physically and emotionally safe environments that have an active commitment to ensure trust, mutual respect, communication, effective collaboration, and good citizenship. The vision of Salem County Vocational and Technical School District is that all students develop the skills, knowledge, and attitudes necessary to succeed in life.

Course Description

As important as a global perspective in the modern age, students must also maintain a thorough understanding of how their own country has come to develop into a world power. To this end, English III will focus on American literature. The literature will be organized chronologically to cover each literary period's historical, political and social contexts. In this way the students will be able to see the development of the nation through the eyes of the story tellers, essayists, novelists, and poets that both witnessed and helped create the country. Various short stories, poems, novels, and plays will be utilized by the instructors. Reading skills such as inference, context clues, and main idea will be taught and reinforced continually throughout the course using the literature. The students will be asked to think or write about issues they will encounter in the literature they are about to read.

The literature will also serve to provide a variety of topics for the various writing assignments (both formal essay and long answer) that will be assigned throughout the course. The research paper will be a persuasive piece based on a contemporary topic of the student's choice. The foundation of making a clear and concise argument with verifiable evidence will be stressed throughout the project. Students will also practice the short answer essay format as well as hone their skills in essay styles learned in previous classes. During the course students will be expected to complete and present at least one multi-media presentation

Pacing Guide			
Time Frame	Unit	Standards	Resources
40 days	1 Novel/Play	RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4 RL.PP.11-12.5 RL.MF.11-12.6 RL.CT.11-12.8 W.AW.11-12.1.A-E W.IW.11-12.2.A-F W.NW.11-12.3.A-E W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7 SL.PE.11-12.1.A-D SL.II.11-12.2 SL.ES.11-12.3 SL.PI.11-12.4 SL.UM.11-12.5 SL.AS.11-12.6	● Achieve 3000 Textbook - Various Texts: ● <i>Adventures of Huck Finn</i> ● <i>African American Poetry</i> ● <i>Awakening (Honors)</i> ● <i>Catching Fire</i> ● <i>Catcher in the Rye, The</i> ● <i>Civil War Stories-Bierce</i> ● <i>Crucible, The</i> ● <i>How to Hang a Witch</i> ● <i>Fahrenheit 451</i> ● <i>Gold Bug and Other Tales (Edgar A. Poe)</i> ● <i>Grapes of Wrath</i> ● <i>Great Gatsby, the</i> ● <i>Help, The</i> ● <i>I Know Why the Caged Bird Sings</i> ● <i>Jungle, The</i> ● <i>Life After Theft</i> ● <i>Long Day's Journey into Night</i> ● <i>Mockingjay</i> ● <i>Orbiting Jupiter</i> ● <i>Red Badge of Courage</i> ● <i>Scarlet Letter</i> ● <i>Their Eyes Were Watching God</i> ● <i>Things They Carried, The</i> ● <i>To Kill a Mockingbird</i> ● <i>Tom Sawyer</i> ● <i>Turn of the Screw, The</i> - Teacher-created activities
50 days (spread throughout the semester)	2 Reading Comprehension Skills	RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3	Textbook Various Texts-

		RL.TS.11-12.4 RL.PP.11-12.5 RL.MF.11-12.6 RL.CT.11-12.8 RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3 RI.TS.11-12.4 RI.PP.11-12.5 RI.MF.11-12.6 RI.AA.11-12.7 RI.CT.11-12.8 SL.PE.11-12.1.A-D SL.II.11-12.2 SL.ES.11-12.3 SL.PI.11-12.4 SL.UM.11-12.5 SL.AS.11-12.6	• Journals and writings from Smith, Bradford, and Rowlandson • Speeches • Poetry by Dickinson • Poetry by Bradstreet, Wigglesworth, and Taylor • Poetry by Wheatley • <i>To Build a Fire</i> • <i>Bernice Bobs Her Hair</i>
Embedded throughout the semester	3 Writing Skills	W.AW.11-12.1.A-E W.IW.11-12.2.A-F W.NW.11-12.3.A-E W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7 SL.II.11-12.2 SL.PI.11-12.4 SL.UM.11-12.5 SL.AS.11-12.6	• Online writing handbooks • Worksheets • Graphic organizers • Text based writing prompts • American Literature University Databases • UV Research Database • Turnitin
Embedded throughout the semester	4 Grammar and Language	W.AW.11-12.1.C W.AW.11-12.1.D W.WR.11-12.5 W.SE.11-12.6 SL.AS.11-12.6	• Writer's Notebook • Teacher-created Activities • Holt High School Grammar Workbooks • Sadlier Grammar (must be purchased)

		L.SS.11-12.1.A L.KL.11-12.2.A,B L.VL.11-12.3.A	
Embedded throughout the semester	5 Vocabulary	RL.TS.11-2.4 SL.AS.11-12.6 L.VI.11-12.4.A-D	• Sadlier Oxford Level F • Teacher-created activities
Embedded throughout the semester	Research	W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7 SL.ES.11-12.3 SL.PI.11-12.4 SL.UM.11-12.5 SL.AS.11-12.6	• Teacher-created materials • MLA • University Databases • UV Research Database • Turnitin • Owl at Purdue

Unit 1 Novel/Play

Curriculum Area: ELA	Grades: 11 Estimated pacing: 4 weeks
Unit Rationale/Overview	
The abilities to comprehend, summarize, predict, and evaluate are all skills that will serve students well in school and the workforce. Students should also become more familiar with other cultures, including African Americans, marginalized populations, historically oppressed peoples and members of the LGBTQ+ community, and some of their customs in order to better prepare them to function in a global workplace and to become more aware and tolerant of people of different cultures. Teachers will use novels and/or plays to help build and refine these skills.	

Unit 1 Essential Questions	Unit 1 Enduring Understandings
• What does the novel teach the reader about America during the time period in which it takes place? • What does a novel teach the reader about the values that are important to the author or the society? • How can a fictional novel provide an insight into the political or social issues of a real life American society?	• Text structure is important to comprehending a text. • Making connections to other texts aids in the overall comprehension of text. • Supporting writing with visuals in clearly communicating the author's purpose.

• Can themes from novels written long ago still apply to the modern American reader? • What can literature teach us about the struggles people face in building a new nation? • How can we use novels to show the political ideals or fears of a specific generation? • Is the idea of being a “good American” the same in every era of our nation’s history?	• Authors convey their point of view in their writing. • Fiction and nonfiction texts can address the same topic for different purposes.
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Pre-Assessment
• LinkIt! Benchmarks

Unit 1 Standards to be Taught and Assessed
Reading
RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4 RL.PP.11-12.5 RL.MF.11-12.6 RL.CT.11-12.8
Writing
W.AW.11-12.1.A-E W.IW.11-12.2.A-F W.NW.11-12.3.A-E

W.WP.11-12.4
W.WR.11-12.5
W.SE.11-12.6
W.RW.11-12.7

Speaking and Listening

SL.PE.11-12.1.A-D
SL.II.11-12.2
SL.ES.11-12.3
SL.PI.11-12.4
SL.UM.11-12.5
SL.AS.11-12.6

Unit 1 Student Learning Objectives (SLO)

We Are Learning To (WALT)

- Identify and discuss the tradition and society specific to the era in American history from which an author draws in his or her novel * + ^
- Recognize, discuss, and evaluate the social, cultural, and political aspects of America as shown in a novel * + ^
- View a film version of the novel studied in class in order to evaluate the effectiveness of the film in terms of clearly representing the characters, storyline, and themes
- Demonstrate understanding of a story line by completing a study guide
- Practice context clues by defining words from the novel.
- Debate critical societal issues in the novel via an analytical assignment in the classroom * + ^
- Work in small groups to complete a novel-in-a-day project
- What does the piece tell the reader about the development of American values/ideals? * + ^ <>

Unit 1 Evidence of Learning

Instructional Activities

- Read fiction and dramas as read-alouds
- Identify traditions and patterns in the novel that parallel the time period * + ^
- Define what makes a “good American” based on the readings, during various eras of our history. * + ^
- Independent reading

Formative Assessments

- Conferences
- Running records
- Student practice activities
- Teacher-created activities

	• Frequent checks for understanding • Discussions
Summative Assessments	• Fiction Story Assessment • Drama Assessment • Projects • LinkIt! Benchmark C
Benchmark Assessments	• LinkIt! Benchmark Assessments A and C • Achieve 3000
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Achieve 3000

Unit 1 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Textbook Various Texts: • <i>Adventures of Huck Finn</i> • <i>African American Poetry</i> • <i>Awakening (Honors)</i> • <i>Catching Fire</i> • <i>Catcher in the Rye, The</i> • <i>Civil War Stories-Bierce</i> • <i>Crucible, The</i> • <i>How to Hang a Witch</i>	Chromebooks Interactive White Board	• Mining Literature for Deeper Meaning • Close Reading: "A Reason to Read" • Multiple Perspectives on Theme • Rhetorical Devices • DIDLS guide for rhetorical analysis	• Achieve 3000 • Teacher-created interventions

Unit 1 Instructional Materials			
• <i>Fahrenheit 451</i> • <i>Gold Bug and Other Tales (Edgar A. Poe)</i> • <i>Grapes of Wrath</i> • <i>Great Gatsby, the</i> • <i>Help, The</i> • <i>I Know Why the Caged Bird Sings</i> • <i>Jungle, The</i> • <i>Life After Theft</i> • <i>Long Day's Journey into Night</i> • <i>Mockingjay</i> • <i>Orbiting Jupiter</i> • <i>Red Badge of Courage</i> • <i>Scarlet Letter</i> • <i>Their Eyes Were Watching God</i> • <i>Things They Carried, The</i> • <i>To Kill a Mockingbird</i> • <i>Tom Sawyer</i> • <i>Turn of the Screw, The</i> • <i>The Red Badge of Courage</i> • <i>Tom Sawyer</i> • <i>The Collected Works of Ambrose Bierce</i> • <i>The Great Gatsby +</i> • <i>Long Day's Journey into Night</i> • <i>Their Eyes Were Watching God *</i> • <i>To Kill a Mockingbird *</i> • Scottsboro Boys US Court Case, Powell vs. Alabama (Supreme Court Case) Teacher-created activities		• Comparing multiple interpretations of a text • Analyzing speeches as arguments • Sample Close Reading: from <i>Walden</i> • Reading a Supreme Court Case • Analyzing purpose and meaning in political cartoons	

Interdisciplinary Connections
• 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

Unit 2 Reading Comprehension Skills

Curriculum Area: ELA	Grades: 11 Pacing: 10 weeks
Unit Rationale/Overview	
Reading is a skill that will be used on a daily basis – in the workplace, at college, and in real life. Students will be asked to hone their reading skills to make inferences about emotions, beliefs, ideals, etc. The importance of the impact these skills, or lack of them, can have on a person will be emphasized. This unit will evaluate philosophical, political, religious, ethical and social influences of the various time periods in American history. Various pieces of literature from different eras will help students to practice these reading skills and also make inferences about their countries own past as well. * + ^	

Unit 2 Essential Questions	Unit 2 Enduring Understandings
• What is an inference? • How can the failure to make proper inferences affect a person's decisions? • How can understanding the various literary elements help with the comprehension of a story or poem? • What can the various stories and poems tell us about the values and morals of American culture/society at different times in our history? • What do the characters of the stories tell us about human behavior/expectations? • Who were the Puritans, and what were their beliefs about human nature? • How did rationalism differ from Puritanism, and what effect did rationalism have on the new American political system? • What really happened at the Salem Witch Trials? What other political events have mirrored these trials? • What are the characteristics of Puritan/Revolutionary/Romantic/Modern/Contemporary writing? • What were the values of the Romantics and how did these values affect the American imagination? • Who were the Transcendentalists and how do their beliefs still influence American life? • What darker side of human life was recognized by some major American Romantics? • What is an aphorism? • Where do you find poetry in American life today?	• Critical readers question the text, consider various perspectives, and look for the author's bias in order to think, live, and act differently. • Reading closely for meaning and purpose expands understanding of the world, its people and oneself. • Speaking and listening skills are critical for learning, communicating and teaching. • Literature can reflect, clarify, criticize, and satirize the time, ideas, and cultures it depicts.

Unit 2 Essential Questions	Unit 2 Enduring Understandings
• Is poetry important to people? • How can a poet absorb a country? • How might a country absorb a poet? • How and when did American writers and poets respond to the Civil War? • What are the basic characteristics of Realism? • What did the naturalist writers believe? • What is the American Dream? • What happened to the American Dream in the early 20th century? • In what ways did modernism challenge tradition, especially in what people valued in art and literature? • How did rapid developments in technology after World War II affect everyday life? • What does postmodern mean? • How did political and economic development shape people's lives in the second half of the century?	

Unit 2 Standards to be Taught and Assessed
Reading
RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4 RL.PP.11-12.5 RL.MF.11-12.6 RL.CT.11-12.8 RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3 RI.TS.11-12.4 RI.PP.11-12.5 RI.MF.11-12.6 RI.AA.11-12.7

RI.CT.11-12.8

Speaking and Listening

SL.PE.11-12.1.A-D

SL.II.11-12.2

SL.ES.11-12.3

SL.PI.11-12.4

SL.UM.11-12.5

SL.AS.11-12.6

Unit 2 Instructional Plan

Pre-Assessment

- Teacher-created pre-assessment

Unit 2 Student Learning Objectives (SLO)

We Are Learning To (WALT)

Reading:

- Recognize the contributions of different cultural groups that influenced early American history/writing, including the British and the Native Americans. * + ^
- Identify archetypes drawn from myth and tradition of both the old and new worlds. * + ^
- Recognize the use and purpose of figures of speech within various writings.
- Analyze the various political points of view given and the method used to explain those views. <>
- Compare and contrast works from different literary eras and genres.
- Analyze features of a public document
- Recognize and analyze different modes of persuasive techniques. <>
- Examine an author's style and explain what makes it unique to that particular author versus particular to a certain period.
- Analyze themes in various genres of writing.
- Analyze the use of poetic and literary devices
- Understand and use context clues to define unknown words in readings
- Discuss and evaluate the extent to which artistic forms increasingly feed into one another in modern culture—i.e., novels to film, radio shows to novels, films to computer games, etc.-- and the benefits and detriments to the creative process that result.
- Analyze philosophical assumptions in literary works * + ^

Unit 2 Evidence of Learning	
Instructional Activities	• Independent reading • Read fiction and nonfiction stories as read-alouds • Practice reading foundational skills • Identify story elements while reading • Read texts to identify the impact of historical context on people's lives. * + ^ • Compare and contrast various time periods in American history to today. * + ^ • Present on how the early years of the country continue to impact the literature and society of modern America. * + ^
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Literature Assessment • Projects
Benchmark Assessments	• Benchmark Assessment 2 • Reading Lexile Level Assessment
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Achieve 3000

Unit 2 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources

Textbook Various Texts- • <i>Of Plymouth Plantation</i> ^ • <i>True Travels</i> ^ • Journals and writings from Mary Rowlandson ^ • Historical documents such as <i>Hypocrisy of American Slavery</i>*, <i>The Gettysburg Address</i>*, <i>Declaration of Independence</i>* + ^, <i>Preamble</i> *, <i>Bill of Rights</i> * + ^, <i>Lincoln's 2nd Inaugural Address</i>* • Poetry by Emily Dickinson + • Poetry by Anne Bradstreet • Poetry by Michael Wigglesworth + • Poetry by Edward Taylor • Poetry by Wheatley * • <i>To Build a Fire</i> • <i>Bernice Bobs Her Hair</i> + • Kate Chopin: "The Story of an Hour," "A Respectable Woman," Excerpts from <i>The Awakening</i> + • Excerpts from <i>Night</i> ^	Chromebooks Interactive White Board PowerPoint	• Stories, poems, songs, and other readings from various countries. * + ^ • Films and documentaries about various cultures and cultural events * + ^ • Art representative of the different cultures * + ^ • Audio files or performance of songs, chants, or poems * + ^ • Reflection Stems • Self and Peer Assessment Resources • Literature Circles • Socratic Seminar	• Achieve 3000 • Teacher-created interventions • Study guides
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Interdisciplinary Connections

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

Unit 3 Writing Skills

Curriculum Area: ELA	Grades: 11 Pacing: Throughout
Unit Rationale/Overview	
Writing will be a part of the student's everyday life either with a continued education in college or with a new career after high school.<> All of the skills necessary to create clear and specific writing will serve the students no matter what their future plans. To this end students will practice grammar, critical thinking, writing practices, and reflective thinking to help them become confident about themselves and their ability to be fluent and successful writers. Students will write for a variety of purposes including workplace writing, social injustice topics, and literary analysis. * + ^ <>	

Unit 3 Essential Questions	Unit 3 Enduring Understandings
- Who is the audience and why is it important to consider this? - How should the writing be organized in order to give a specific and clear answer? - What information is necessary and what is "nice-to-know"? - How does the style/format of the essay change the answer given? - How does the writer determine what is necessary for the essay?	- Reading can inspire writing. - Following writing conventions helps writing to become more clear. - Reading and writing skills improve with practice over time. - Authors comment on societal issues in their works. - Authors use different genres of writing, depending on their purpose.

Unit 3 Standards to be Taught and Assessed
Writing
W.AW.11-12.1.A-E W.IW.11-12.2.A-F W.NW.11-12.3.A-E W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7 W.11-12.9.A,B W.11-12.10

Speaking and Listening

SL.ES.11-12.3
SL.PI.11-12.4
SL.UM.11-12.5
SL.AS.11-12.6

Unit 3 Instructional Plan

Pre-Assessment

- Teacher-created pre-assessment
- Writing assignment

Unit 3 Student Learning Objectives (SLO)

We Are Learning To (WALT)

Writing

- Identify examples of MLA documentation in an essay.
- Explain the different expectations for each essay style.
- Demonstrate proper MLA format in an essay.
- Write an essay with both unity and balance present.
- Analyze a story or poem for a specific literary element.
- Construct well-developed essays in various essay formats. (narrative/descriptive; exemplification; compare/contrast; division/classification; process; cause/effect)
- Create a clear and specific college entrance essay
- Demonstrate understanding of an editorial
- Evaluate the historical and social influences of a particular era

Evidence of Learning

Instructional Activities

- Short answer (job application essays) <>
- Write an editorial about a contemporary topic or about a topic popular during a specific era in American history * + ^
- Create a modern version of a piece of literature or a poem read in class (IE: update a Poe story)
- Write a reflective essay in class on social injustices * + ^

	• Write a letter expressing political views <> • Write a character analysis, implementing nonbinary references +
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Narrative/descriptive essay * + ^ • Exemplification essay * + ^ • Compare/contrast essay * + ^ • College entrance essay <> • American Author Project * + ^
Benchmark Assessments	• Benchmark Assessments
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Achieve 3000

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
• Online writing handbooks • Worksheets • Graphic organizers • Text based writing prompts	Chromebooks Interactive White Board	• Examples of writing in the various styles • Reflection Stems • Self and Peer Assessment Resources • Literature Circles • Socratic Seminar	Teacher-created invention Achieve 3000

Interdisciplinary Connections

- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

Unit 4 Grammar and Language

Curriculum Area: ELA

Grades: 11

Pacing: Embedded in Each Unit

Unit 4 Rationale/Overview

Students will continue to build on and refine their knowledge of grammar. Students will practice the following:

- Modifiers
- Quotation Marks
- Brackets
- Parenthesis
- Punctuation of titles
- Compound Sentences
- Creative Writing
- Editing
- SAE

Unit 4 Essential Questions

- How does an understanding of basic grammar help improve your writing?
- How does this understanding improve your speaking and reading?
- How can using proper punctuation change your ability to communicate ideas?
- How does the use of complex sentences change your writing?
- How can using proper grammar improve communication via writing and speaking
- Why is it important to know the appropriate time and place for various writing formats? (texting, slang, etc.)
- What is creative writing and how do the grammatical rules change for this particular style?

Unit 4 Enduring Understandings

- Grammar and spelling tend to follow patterns.
- Clear communication begins with following grammar and spelling rules.

Unit 4 Standards to be Taught and Assessed
Writing Standards
W.AW.11-12.1.C W.AW.11-12.1.D W.WR.11-12.5 W.SE.11-12.6
Language Standards
L.SS.11-12.1.A L.KL.11-12.2.A,B L.VL.11-12.3.A
Speaking and Listening
SL.AS.11-12.6

Unit 4 Instructional Plan

Pre-Assessment
• Teacher-created pre-assessment • Student written responses

Unit 4 Student Learning Objectives (SLO)
We Are Learning To/That (WALT)
• Identify, and then change, errors in given sentences • Making the proper corrections in grammatical elements in given assignments (sentence structure, spelling, punctuation, etc) • Identify and properly use various punctuation marks • Correctly identify and make use of modifiers within sentences • Create sentences that are more complex • Explain the differences between using brackets and parentheses • Express ideas using compound sentences • Properly edit individual works for grammatical errors • Explain the proper use/time to use various style of writing • Demonstrate an understanding of how and why the rules of grammar change for creative writing

Evidence of Learning	
Instructional Activities	• Writer's Workshop • Teacher-created activities
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Quarterly Assessment of Progress
Benchmark Assessments	• Benchmark Assessment 1-Parts of Speech and Sentences • Benchmark Assessment 2-Punctuation and Capitalization • Benchmark Assessment 3-Spelling
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Various Grammar sites • Writer's Notebook Additional References • Writing Handbooks

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Writer's Notebook Teacher-created Activities Holt High School Grammar Workbooks	Chromebooks Interactive Whiteboard	Various Grammar and Spelling websites	• Teacher-created Intervention

Interdisciplinary Connections

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Unit 5 Vocabulary

Curriculum Area: ELA

Grades: 11

Pacing: Embedded in Each Unit

Unit 5 Rationale/Overview

As students prepare for the world past high school a larger vocabulary will be of great importance. In addition to testing situations, students must be able to clearly and accurately express their ideas in college entrance essays and on job applications. Students will use weekly vocabulary units to help continue to build this vocabulary. Students will also be exposed to additional vocabulary words from the literature in class. Students will continue their study of nonbinary vocabulary terms extending beyond pronouns. + Students will also continue their study of CTE program specific vocabulary words. <>

Unit 5 Essential Questions

- How can an increased vocabulary help you communicate?
- How will a better vocabulary help you in the workplace?
- How will a better vocabulary help a student in college?
- What affect can vocabulary have on your writing ability?
- How does vocabulary affect your reading ability?
- What influence can a better vocabulary have on people's perception of you as a student?

Unit 5 Enduring Understandings

- Readers can use context to define words.
- Readers can relate words to other words to better understand them.
- Words have minor changes in meaning, even though they mean nearly the same thing.

Unit 5 Standards to be Taught and Assessed

Reading Standards

RL.TS.11-12.4

Speaking and Listening Standards

SL.AS.11-12.6

Language Standards

L.VI.11-12.4.A-D

Unit 5 Instructional Plan

Pre-Assessment

- Sadlier Oxford Level F pre assessment
- Achieve 3000
- Teacher-created pre-assessment

Unit 5 Student Learning Objectives (SLO)

We Are Learning To/ We Are Learning That (WALT)

- Distinguish the parts of speech in their vocabulary terms
- Match synonyms and antonyms with the proper vocabulary word
- Apply various vocabulary terms in class discussions, writing assignments, and quizzes
- Choose the most appropriate vocabulary words to use in a story or paragraph
- Apply vocabulary words to in class assignment
- Identify vocabulary words in every use (IE: conversations, newscasts, newspapers, etc.)

Evidence of Learning	
Instructional Activities	• Sadlier Oxford Level F Activities • Teacher-created activities involving academic, CTE and nonbinary terms. + <> • Specific versus vague word activity (could be done as worksheet, group project, etc.) • Changing vocabulary words into another part of speech (noun to verb, etc.)
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Quarterly Assessment of Progress
Benchmark Assessments	• Benchmark Assessment 1 • Benchmark Assessment 2 • Benchmark Assessment 3
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Additional Practice on Various Sites

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Sadlier Oxford Level F Various books and texts	Chromebooks SMART Board	• Collaborative Discussions Videos • Thinking Notes • Notes for Discussions Video • Analyzing Text • Speaking and Listening Rubric • Crafting a Persuasive Speech	Teacher-created interventions

Interdisciplinary Connections
• 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

Unit 6 Research

Curriculum Area: ELA	Grades: 11 Pacing: 8 weeks
Unit 6 Rationale/Overview	
The research paper will be an individual effort that will teach students the process of analyzing as well as help refine their skills in finding information necessary to a specific task.	

Unit 6 Essential Questions	Unit 6 Enduring Understandings
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• What are the differences between and research papers and reports? • What does it mean to analyze? • How does a reading log assist in the research process? • What information would be most useful when creating note cards? • How can one determine if a website should be used for research purposes? • Why is it important to evaluate a website before using it for research?	• Reading can inspire writing. • Following writing conventions helps writing to become more clear. • Literature and nonfiction on a similar topic will draw parallels. • Reading and writing skills improve with practice over time. • Reading expands horizons and connects readers to a world outside of their own. • Authors comment on societal issues in their works. • Authors use different genres of writing, depending on their purpose.
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Unit 6 Standards to be Taught and Assessed
Reading Standards
Writing Standards
W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7
Speaking and Listening
SL.ES.11-12.3 SL.PI.11-12.4 SL.UM.11-12.5 SL.AS.11-12.6

Unit 6 Instructional Plan

Pre-Assessment
• Teacher-created pre-assessment

Unit 6 Student Learning Objectives (SLO)

We Are Learning To/ We Are Learning That (WALT)

- Prepare a selected area of research given a choice of contemporary controversial topics, including topics relating to societal injustices.
- Produce a persuasive based research paper in appropriate MLA format.
- Synthesize material into an outline and thesis statement.
- Develop a rough draft and peer review draft with peers.
- Produce a final draft according to a rubric established at the beginning of the process.
- Create notecards for use during the writing process
- Incorporate different modes of persuasive techniques into the final version of the essay.

Evidence of Learning	
Instructional Activities	• Construct a clear and appropriate thesis statement. • Notecards • Outline/graphic organizer • Draft a research paper analyzing the impact of American society during a historical period in a novel and the impact social constraints had on groups of people. * + ^
Formative Assessments	• Construct a clear and appropriate thesis statement • Reading logs and note cards • Outline and graphic organizers
Summative Assessments	• Presentations • Research paper
Benchmark Assessments	• Benchmark Assessment 3
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Additional Practice

Unit 6 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
- Teacher-created materials - Power point - Handouts and worksheets on MLA format - Website evaluation worksheet	Chromebooks Smart Board	Teacher-created resources	Teacher-created interventions

Interdisciplinary Connections
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. 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Additional Information to be Considered for All Units

Instructional Best Practices	
- Explicit instruction - Small group instruction - Mini - Modeled reading and writing - Cooperative Learning - Setting objectives - Providing effective feedback - Questioning techniques - Graphic organizers - Technology infusion - Conferencing - Teacher and student-led discussions - Pre-teach vocabulary - Writer's notebook - Checks for Understanding (Check for Understanding Strategies Description)	- Gradual release of responsibility - Visuals - Student choice - Running records - Balanced literacy (Balance direct instruction, guided instruction, and independent learning) - Independent reading - Writers' workshop - Morning meeting - Daily 5 - Do now/Anticipatory set - Closure

Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
• Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework • Re-teach skill if needed • Allow student to make test corrections or re-take assessment • Adjust Pacing of Content • Small Group Instruction • Individual Intervention/Remediation • Additional Support Material • Lower-Level Text • Guided Notes • Graphic Organizers * Implementation based on Student's IEP	• Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring * Implementation based on Student's 504	• Modifications for At-Risk Students • Place near positive peers • Check-ins with student • Verbal instructions written and left on board • Chunk directions • Have student repeat classroom expectations • Reword instructions if needed • Provide examples on board • Provide scaffolding • Assist with transitions • Identify go-to students for organizational support • Check and sign planner • Weekly organization time • Allow extra time as needed • Oral instructions repeated and written on board

English Language Learners	Extensions for Gifted Students
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• Vocabulary instruction • Pre-Reading strategies • Graphic organizers • Reading strategies • Tutoring • Pair students up with peers • Provide visual representation	• Activities/assignments/projects/assessments • Provide an option for alternative instructional activities • Higher-level content • Adjust pacing of content • Small group enrichment • Individual enrichment • Higher-level text
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Required Activities	Suggested Activities
• Essential Questions and objectives posted and referenced throughout class • Do now/Warm-up • Whole group instruction/ Mini-lessons • Small group instruction • Modeling • Conferencing • Cooperative learning • Differentiated instruction • Guided practice • Independent practice • Learning stations • Formative assessment throughout the class • Closure/ reflection	• Projects • Academic Games • Journaling

SEL Competencies and Activities

SEL Competency	Examples Practices	Content Specific Activity and Approach to SEL
Self Awareness	• Clearly state classroom rules • Provide students with specific feedback regarding academics and behavior • Offer different ways to demonstrate understanding • Create opportunities for students to self-advocate • Check for student understanding/feelings about performance • Check for emotional well-being • Facilitate understanding of students strengths and challenges	Feelings Wheel Positive Self Talk
Self Management	• Encourage students to take pride/ownership in their work • Encourage students to reflect and adapt to classroom situations • Assist students with being ready in the classroom • Assist students with managing their own emotional states	WOOP Goal Setting Positive Pivot Scale
Social Awareness	• Encourage students to think on the perspective of others • Assign appropriate groups • Help students to think about social strengths • Provide specific feedback on social skills • Model positive social awareness through metacognition strategies	The Listening Circle
Relationship Skills	• Engage families and community members • Model effective questioning and responding to students	Count Me Down Rose, Bud, Thorn

	• Plan for project-based learning • Assist students with discovering individual strengths • Model and promote respecting differences • Model and promote active learning • Help students develop communication skills • Demonstrate value for a diversity of opinions	
Responsible Decision Making	• Support collaborative decision making for academics and behavior • Foster student-centered discipline • Assist students in step-by-step conflict resolution process • Foster student independence • Model fair and appropriate decision making • Teach good citizenship	POOCH Protocol

Amistad Commission Mandates

Developmentally-appropriate, teacher-selected texts will be read that address the topics of contributions and experiences of African-Americans to this country. Students will participate in other written assignments and projects that address the contributions and experiences of African-Americans.

LGBTQ Integration Mandates

Developmentally-appropriate, teacher-selected texts will be read that address the topics of contributions and experiences of members of the LGBTQ community. Students will participate in other written assignments and projects that address the contributions and experiences of members of the LGBTQ community.

Holocaust Commission Mandates

Developmentally-appropriate, teacher-selected texts will be read that address the effects of bias, prejudice, bigotry, and bullying. Students will participate in other written assignments and projects that address the effects of bias, prejudice, bigotry, and bullying on individuals and groups of people.

Career Education

Developmentally-appropriate texts will be read that address the topics of careers. Students will participate in activities that give them the opportunity to explore career pathways and read about individuals who work in various fields. Students will learn skills needed to be successful in the workplace and will demonstrate those skills to the best of their ability.

Climate Change

Teacher-selected texts will be read that address the topic of Climate Change. Students will participate in other written assignments and projects that address climate change and its impact on the past, present, and future.