

Course Overview

Name of Department: English Language Arts

Course: ELA 10 Pre-AP Honors

LGBTQ Correlation

Holocaust Correlation

Amistad Correlation

Diversity Correlation

Information Literacy

Asian Heritage Law

Prerequisite: Teacher recommendation, multiple assessment measures

Course Summary:

Course Description:

This course focuses on a student-centered learning environment where learners will analyze text, cite evidence, and respond critically about their reading. Students will use the skills of literary analysis developed in earlier courses in order to study major trends in American Literature and Informational Text from Native American cultures to the present. American Literature within the short story, play, historical fiction novel and within poetry along with Non-fictional pieces will also be studied to probe the thematic and contemporary relevance of political documents, the Romantics, Brooding Romantics, Transcendentalists and the Modern Period in Literature.

Students will read, *The Help*, *Of Mice and Men*, *Huck Finn*, *The Crucible*, *To Kill a Mockingbird*, *The Great Gatsby*, *Catcher in the Rye* and a research novel. Stress will be placed on the standards of formal language usage and sentence structure. Students will practice research skills repeatedly using MLA format and will improve their close reading and compositional skills through Literary Analysis Tasks, Research Simulation tasks, Compare/Contrast essays and through Narrative Writing. The course encourages the student to reflect on American's history, culture and society, and at the same time promotes mastery of communication skills. Independent reading units are included, as well as class presentations. Students will strengthen their critical thinking skills, ability to interact in small and large groups and gain knowledge of self and the world around them. Students will become familiar with multiple choice test taking strategies, writing strategies and the Advanced Placement vocabulary terms in preparation for AP success. The New Jersey Student Learning Standards for English Language Arts will frame the curricular goals of this course. Students at this level will read and write intensively in school and at home.

Multiple research projects using MLA format will be required to pass this course.

Course Expectation:

The expected outcome of this course will be to produce a student who has been exposed to AP Prep materials such as reading, writing and vocabulary using the Pre AP/Honors English Language Arts 10 Curriculum as a conduit.

- Read selection from the beginning of the American Literature tradition to Present day.
- Analyze literary elements in accordance with individual units

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State Standard Adopted by PRSD: September 2024

- Apply critical reading strategies to plays, novels, short stories, etc.
- Analyze informational texts and primary sources.
- Compare literary works
- Use a variety of strategies to read unfamiliar words and build vocabulary.
- Incorporate content vocabulary and AP vocabulary into everyday learning
- Use of recursive writing processes to write in a variety of forms, including but not limited to: essays, persuasive, narrative, comparative, analytical, expository, and descriptive
- Develop listening and speaking skills, including but not limited to a persuasive speech.
- Express and support responses to various types of texts.
- Prepare, organize, and present literary interpretations.
- Perfect and understand the MLA Research Paper
- Synthesize ideas and information presented in notes and citations

Course Essential Questions (Big Ideas):

- American Essence: What makes American literature, American?
- Social Influence: How does American based literature shape/reflect the society and history of its time period?
- Environment: How does place; geography, time period, and world events influence the American writer's perspective?
- Understanding: How does enhanced vocabulary improve one's ability to comprehend?
- Evolution: How are literature and arts a reflection of the evolution of the American identity?
- Adaptability: How does becoming an effective multi-genre writer improve one's quality of life?
- Inquiry: How does one effectively participate in researching unknown topics?
- Intention: How do writers effectively communicate purpose?
- Engagement: How does consideration of the audience affect prewriting and the writing process?
- Strategy: How are writing strategies used to illustrate a point?

Alignment with New Jersey Student Learning Standards:

[New Jersey Student Learning Standards- ELA](#)

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

Use parallel structure.

- A. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

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L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Writing Domain

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W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing

a narrator and/or characters; create a smooth progression of experiences or events.

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

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Primary Interdisciplinary Connections:

Alignment with New Jersey Student Learning Standards Social Studies:

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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).

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.

6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

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

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

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

6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Alignment with New Jersey Student Learning Standards Science:

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

New Jersey Student Learning Standards – Visual and Performing Arts

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work

Supporting and Additional Standards:

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.1 Computer Science: Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2 Design Thinking: This standard outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal

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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.

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice. The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

9.2 Career Awareness, Exploration, Preparation and Training: 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.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills

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such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

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

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Asian Heritage Law:

N.J.S.A 18A:35-4.44 - Asian American, Pacific Islander history, contributions; instruction included in curriculum.a. A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.b. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section a. of this section. When adopting instructional materials for use in the school district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of Asian Americans and Pacific Islanders.c. A board of education shall seek the assistance and advice of the Commission on Asian Heritage established pursuant to section 2 of P.L. 2021, c. 410(C.18A:4-52) in fulfilling the requirements of this section.

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Diversity and Inclusion:

New Jersey Legislation [C.18A:35-4.36](#) requires that:

- a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.
- b. The instruction shall:
 1. highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 2. examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 3. encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

General Diversifying Statements:

- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Modifications can be made to accommodate any students with specific needs, views and experiences.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- We model acceptance and respect for all students regardless of language background, ethnicity, race, immigration status, English proficiency, gender, sexual orientation, or disability.

Inclusivity/LGBTQ/Disabilities:

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people. This course will address the following:

- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.

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- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Modifications can be made to accommodate any students with specific needs, views and experiences.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- We model acceptance and respect for all students regardless of language background, ethnicity, race, immigration status, English proficiency, gender, sexual orientation, or disability.
- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in Science.
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including, members of the LGBTQ community and people with disabilities to teach tolerance and reflect the diversity of our student population.
- Address stereotypes and promote inclusive conversations about LGBTQ persons and people with disabilities by using medical and scientific data.
- Assign activities that involve reading, writing and reflecting on scientific contributions of persons with disabilities and members of the LGBTQ community.
- Address stereotypes and promote inclusive conversations about LGBTQ persons and people with disabilities in mathematics.

Information Literacy:

New Jersey Senate Bill [588](#). Directs DOE to develop New Jersey Student Learning Standards in information literacy:

New Jersey Student Learning Standards, information literacy; definition.

1. a. As used in this act, the term “information literacy” means a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and use effectively the needed information. Information literacy includes but is not limited to, digital, visual, media, textual, and technological literacy.

b. The State Board of Education shall adopt New Jersey Student Learning Standards in information literacy. The content of information literacy shall include, at a minimum:

- (1) the research process and how information is created and produced;
- (2) critical thinking and using information resources;
- (3) research methods, including the difference between primary and secondary sources;
- (4) the difference between facts, points of view, and opinions;
- (5) accessing peer-reviewed print and digital library resources;
- (6) the economic, legal, and social issues surrounding the use of information; and
- (7) the ethical production of information.

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BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

c. Each school district shall incorporate instruction on information literacy in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The school library media specialist shall be included in the development of the curriculum concerning information literacy whenever possible.

- New Jersey Office of Homeland Security and Preparedness [Disinformation Portal](#)

Diversity, Equity, and Inclusion Standards

[Diversity, Equity & Inclusion Standards & Resources](#)

Climate Change Standards

[Climate Change Standards & Resources](#)

Course Requirements and Major Assignments:

1. Attend class regularly
2. Must maintain an overall grade of 65% minimum
3. Must adhere to the attendance regulation of less than 16 days absent
4. Complete Assigned readings and writing in a timely fashion
5. Major Assignments. Multimedia Project & Research Paper are to be completed on time and successfully.
6. Display knowledge of writing genres and vocabulary through successful writing.

Course Content Outline

Content Topic

Timeline

- Back to School Unit 3 Weeks
- A Gathering Of Voices (Beginnings-1800's) 6 Weeks
- A Growing Nation (1800-1870) 9 Weeks
- Division, Reconciliation, and Expansion (1850-1914) 9 Weeks
- Disillusion, Defiance, and Discontent (1914-1945) 9 Weeks
- New Voices and New Frontiers (1945-Present) 6 Weeks

Course Guide

Unit #	Unit Title	Duration: Weeks & School Calendar
0	Back to School Unit • Benchmark Testing • Writing Samples • Summer Reading	3 weeks
1	A Gathering of Voices (beginnings-1800's)	6 weeks

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

	● Personal Reflection and Creative Writing ● Influential Americans and Cultural Representation ● Enlightenment/ Modest Experiences ● Biographical Narratives ● Writing Techniques	
2	A Growing Nation (1800-1970) ● The Crucible and its Context ● Essay Writing ● American Renaissance and Romanticism ● Fireside and Campfire ● Transcendentalism and Individualism ● Political Documents ● Persuasive Writing	9 weeks
3	Division, Reconciliation, and Expansion (1850-1914) ● Understanding Personal Narratives/ Historical Context ● Screenplay and Adaptation ● American Identity/Humor ● Irony, Gender Roles and Social Standing ● Epitaphs and Legacy ●	9 weeks
4	Disillusion Defiance and Discontent (1914-1945) ● The Grapes of Wrath ● To Kill a Mockingbird ● Short Stories and Poetry ● Integrative Analysis ● Reflection Writing	9 weeks
5	New Voices and New Frontiers (1945-Present) ● Introduction/Literature ● Integration and Comparative Analysis ● Slang, Jargon and Character Development	6 weeks

Course Unit 1	
Unit Title: A Gathering of Voices	
Date/Duration: 6 weeks	
<u>New Jersey Student Learning Standards- ELA</u> Reading Domain RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.	

PRSD Revision: August 2024
 BOE Approved (revision): August 2024
 BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024
 State Standard Adopted by PRSD: September 2024

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

Speaking and Listening Domain

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Primary Interdisciplinary Connections:

[Alignment with New Jersey Student Learning Standards Social Studies:](#)

NJSLS for Social Studies 6.1 U.S. History: America in the World

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity

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

NJSLS for Social Studies 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

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

NJSLS for Social Studies 6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

[Alignment with New Jersey Learning Standards Visual and Performing Arts](#)

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work

Supporting and Additional Standards:

[2020 New Jersey Student Learning Standards – Computer Science and Design Thinking](#)

8.1 Computer Science: This standard outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2 Design Thinking: This standard outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy: 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.

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice. The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

9.2 Career Awareness, Exploration, Preparation and Training: 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.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.3 Career and Technical Education: This standard outlines what students should know and

be able to do upon completion of a CTE Program of Study.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

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

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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

Diversity/Inclusivity/LGBTQ/Disabilities:

- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in this course.
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including, members of the LGBTQ community and people with disabilities to teach tolerance and reflect the diversity of our student population.
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

- Make modifications to accommodate any students with specific needs, views and experiences.

Corresponding Standards:

- RL.PP.9-10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.PP.9-10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

Diversity, Equity, and Inclusion Standards

[Diversity, Equity & Inclusion Standards & Resources](#)

Climate Change Standards

[Climate Change Standards & Resources](#)

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- Cite strong and thorough textual evidence and make relevant connections.
- Draw inferences from a text.
- Analyze how themes develop over the course of a text.
- Provide an objective summary of a text.
- Analyze the impact of the author’s choice relating to setting, plot development, and character development.
- Utilize context to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- Analyze how word choice impacts meaning and tone.
- Analyze how specific parts of a text’s structure contribute to its overall meaning as well as its aesthetic impact.
- Distinguish between what is directly stated in a text versus what is implied (e.g., satire, sarcasm, irony, or understatement).
- Compare/contrast multiple interpretations of a story, drama, or poem and evaluate how each version interprets the source text.
- Analyze eighteenth-, nineteenth- and early twentieth-century foundational works of literature, focusing on how two or more texts from the same period treat similar themes or topics.

Meaning

Understandings:

- The world’s natural environment.

Essential Question:

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

The major roles of early American writers.	- What was the new world's natural environment? - How did attitudes toward nature show up in literature? - What were early American themes? - What social and political forces affected early American Literature? - What were the major roles of early American writers? - What is a theme and how does it find expression in literature? - What were some early American themes? - What is uniquely American about those themes?
Acquisition	
Students will know... - What was the new world's natural environment? - How did attitudes toward nature show up in literature? - What were early American themes? - What social and political forces affected early --American Literature? - What were the major roles of early American writers? - What techniques can be used for quality writing of a narrative? - How can narration and description be used in conjunction with other rhetorical modes	Students will be able to... - Identify attitudes toward nature through literature. - Recognize early American Themes. - Relate the influences of social and political forces to early American Literature. - Determine the major roles of early American writers. - Identify and analyze Narrative and Descriptive Essays - Examine author's style and how it affects meaning - Analyze the author's point of view on the topic.
Stage 2-Assessment Evidence	
Performance Tasks: - Projects - Class Discussion - Speeches - Group discussion - Essays - Written Tasks - Analogies	Other Evidence: - Entrance and Exit Tickets - Language Development Checks - Comprehension Check - Reading Short Stories - Topic related Websites - Reading Novels - Reading Essays: Fictional and Non-Fictional

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

	• Journal Responses • Practice Writing AP Responses • Mini-lessons on literary terms • Mini-lessons on plot development • Student instruction • Locating and applying literary terms • Graphic Organizers • Public Speaking • Vocabulary/ both from content and AP (44 words) • Mapping and Time-lines • Artistic Expression • Research and Technology
Formative Activities: • Tracking Progress • Check Understanding • Responding to multiple choice and open-ended questions • Academic Prompts	Summative Activities: • AP EXAMS as an assessment
Alternative Assessments: • Storyboards • Student-Choice Project	Benchmark Assessment: • Link it Form A

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Week 1

Day 1-2

Big Questions:

- What is the relationship between place and literature?
- How does literature shape or reflect society?

Activities:

- Consider the relationship between place and literature.
- Students will select one of the following prompts and write about it:
 - Would you ever consider leaving Earth to spend time on a space station or in a colony on another planet? Why or why not?
 - What qualities do you think are needed to be a pioneer or explorer?

Day 3-4

Activities:

- Make a list of three famous Americans who strongly influence you. Your list can include TV personalities, writers, movie directors, actors, athletes, politicians, etc. Why is each person on your list?

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

- Choose one item in your home that most represents being an American to you. What does that item say about America? (Do this for homework and bring in the item if possible.)
- Present the item orally to the class.
- Read pages 2-13. Predict the relationship between Puritans and Indians from looking at the picture.
- Share predictions with the class.

Week 2

Day 5-6

Activities:

- Present new vocabulary words. Define and use them in sentences.
- Identify the dream of the Puritans.
- Identify the themes of Puritan writing (wilderness, community, individualism).
- Discuss Enlightenment (pg. 8). What does this term mean?
- Make a chart of enlightening experiences in modern day.

Day 7-8

Activities:

- Read the introduction to the Unit and predict interaction between groups of people in the map on page 3.
- Hand out and review class rules.
- Review grading and attendance policies.

Day 9

Activities:

- Assign summer reading.

Week 3

Day 10-11

Big Question:

- What is the relationship between place and literature?

Activities:

- Look at examples of Indian Myths. Identify what a myth is.
- Compare three myths and three tribes and their beliefs. Discuss why each tribe has a slightly different take on nature, the gods, and creation.
 - Onondaga: The Earth on Turtle's Back (pg. 20)
 - Modoc: When Grizzlies Walked Upright (pg. 24)
 - Navajo: from The Navajo Origin Legend (pg. 27)
- Refer back to the essential questions.

Day 12-13

Activities:

- Define Archetype (Symbol that repeats across cultures) (pg. 18).
- In groups, chart archetypes in the myths (example of chart on pg. 29).
- Discuss and present group findings.

Week 4

Day 14-15

Activities:

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

- Read "Museum Indian" (pg. 32) - biographical narrative.
- Discuss elements of the biographical narrative.
- Refer back to the essential questions.
- Write a brief biographical narrative at home and bring it in to share.

Day 16

Activities:

- Look at the political document as a form of literature. Read excerpts from the Iroquois Constitution.
- Answer the questions:
 - What governs the Iroquois way of life?
 - How does this document relate to the essential question?

Day 17-18

Activities:

- Vocabulary - define and use.
- Write about a modern symbol in America or an archetype that you easily recognize.
- Review how to write an essay.
- Show film and discuss.

Week 5

Day 19-21

Big Question:

- What Makes American Literature American?

Activities:

- Read William Bradford's "Of Plymouth Plantation."
 - What is the author's purpose? (to persuade, to inform)
 - Discuss that this piece is a factual account.
- Practice writing a factual account meant to persuade or inform.
- Share writings with the class.
- For skills classes: Assign sections of the reading and have each group report on the section through writing, drawing, poetry, etc. (differentiated instruction).
- Practice close reading skills.
- Listen to Puritan Plain style.
- Work on each paragraph putting it into simpler terms.
- Illustrate and share.

Day 23-24

Activities:

- Read Anne Bradstreet's "To My Dear and Loving Husband" (pg. 74).
- Discuss the connection of this piece to the arrival of the Puritans in America.
- Using the Humanities element, look at the picture on page 73 and discuss the artist and use of blue.
- How does the use of color help determine the artist's message?

Day 25-26

Activities:

- Read "Huswifery" by Edward Taylor (pg. 80).
- Relate the meaning of the poem to being an American during this period.

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

- Discuss topics that modern-day Americans might write about that would give future generations a snapshot of our society in 2009.
- Write a poem about one of these topics as a group.
- Identify this piece as reflective (pg. 83).
- Use a Venn diagram and connecting words to organize answers to the big questions: What Makes American Literature American?

Week 6

Day 27

Activities:

- Review the term Enlightenment and apply it to the readings we read last week.
- What is a sermon?
- What is The Great Awakening of 1727?
- Compare and contrast the image of today's God to Jonathan Edwards' God (pg. 88).
- Listen to the sermon "Sinners in the Hands of an Angry God."
- Why is Bradford's God so angry?
- How is this writing American literature?

Day 28

Activities:

- Identify "Sinners" as a persuasive speech.
- Brainstorm ways to persuade.
- Write a persuasive paragraph or two and present it to the class.
- Evaluate persuasive tactics.

Day 29

Activities:

- Vocabulary - define and use.
- Vocabulary comprehensive test through writing.
- The test will also include readings, themes, and understanding of essential questions.

Day 30

Activities:

- Review "The Five Steps to Writing a Good Essay."

Recommended Modifications and Accommodations

IEP/504: Add Modifications/Accommodations as per Student's IEP/504

- Follow students' specific Individualized Education Plan and/or 504.
- Visual daily schedule
- Use of graphic organizers
- Work-in-progress check
- Use of hard copy of notes
- Provide study guides for assessments
- Allow for more time on assessments and assignments.
- Provide alternate assignments and retakes on assessments.

RTI Tier I, II, or III modification as per Action Plan:

- Tier I: Classroom- Instruction & Resources
 - One-One Conferencing
 - Content adjustments: chunking material, provide material based on reading

PRSD Revision: August 2024

NJ DOE Adopted: September 2024

BOE Approved (revision): August 2024

State Standard Adopted by PRSD: September 2024

BOE Annual Approval: August 2024

- level, provide vocabulary sheets, etc.
 - Use of Graphic Organizers/Guided Notes
 - Leveled Reading materials
 - Differentiated grouping: Example: small group instruction- ability, interest, choice
 - Differentiated instruction
 - Modeling
 - Check for understanding
 - [Differentiated Instruction Checklist](#)
- Tier 2: Targeted Interventions
 - Extended time and alternate assessment responses (oral/written)
 - Parent contact
 - Extra content materials
- Tier 3: Intensive Interventions and Comprehensive Evaluation
 - Individualized reward system or contract
 - Observation by school counselor

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Pre-teach target vocabulary
- Allow extra time for learning activities and assessments
- Modify learning activities and assessments using the WIDA Can-Do Descriptors:
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>
- Provide visual support, such as organizers, timelines, graphs, objects, illustrations, videos
- Use websites such as ReadWorks to provide texts appropriate for reading level
- Use alternate texts, such as ACCESS for ELLs (Math, Science, Social Studies)
- Use of primary language (L1) if possible/appropriate
- Create lessons using videos with subtitles in L1 and provide online notes and activities so student can easily translate
- Allow use of translation dictionary or online translator (Google Translate)
- Use a strong student as a “buddy/peer tutor” (does not necessarily have to speak the primary language)
- Assessments read aloud or accompanied by visuals and/or translated copies
- Make connections between home and school cultures

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Students at Risk of School Failure

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Communication logs

Specific Resources for Unit

Texts/Literature:

- Literature: The American Experience by Prentice Hall (2010)
- Riverside Readers Volumes 5,6,8
- *My Name is Margaret*: RRR 5 pg 29
- Selections from American Experience
- Bedford Reader: *The Process of Procuring Pleasant Dreams* (Step by Step pg. 251)
- Onondaga: The Earth on Turtle's Back (pg. 20)
- Modoc: When Grizzlies Walked Upright (pg. 24)
- Navajo: from The Navajo Origin Legend (pg. 27)
- "Museum Indian"
- William Bradford's "Of Plymouth Plantation."
- Anne Bradstreet's "To My Dear and Loving Husband"
- "Huswifery" by Edward Taylor

Films:

Suggested Links:

- Literature: The American Experience by Prentice Hall (2010) on-line resources and materials associated with this publication
- Pearson Essay Scorer: Narrative, and Editorial
- [Improving Student Writing Through Critical Thinking](#)

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

- Read Theory (to assess lexile levels)
- Relevant YouTube clips
- Khan Academy
- *Kahoot.com*
- www.swankmp.com (titles approved by supervisor)
- *Securely*
- *Google Classroom*

Additional Resources:

- Interactive Flat Panel links/ tools
- Markers, paint, pencils
- Audio / Visual Materials
- AP Vocabulary Workshop
- Webster's New World College Dictionary (4th ed)

General Resources for Course

Texts/Literature:

- Literature: The American Experience by Prentice Hall (2010)
- The Crucible by Arthur Miller
- Riverside Readers Volumes 5,6,8
- *My Name is Margaret*: RRR 5 pg 29
- Selections from American Experience
- Bedford Reader: The Process of Procuring Pleasant Dreams (Step by Step pg. 251)
- "The Devil and Tom Walker" Washington Irving
- Moby Dick Herman Melville
- "Minister's Black Veil" Nathaniel Hawthorne
- "The Fall of the House of Usher" Edgar Allan Poe (And movie)
- Selected Poetry from The American Experience
- "Self-Reliance" Ralph Waldo Emerson
- "Walden Pond" Henry David Thoreau (And movie)
- Civil Disobedience Henry David Thoreau
- Riverside Reader 95) *MLK I Have A Dream* pg 455
- Riverside Reader (5) Mark Twain: *Two Views of the River* pg 164 Compare/Contrast
- "An Occurrence at Owl Creek Bridge" Ambrose Bierce
- "The Boys Ambition" Mark Twain
- "The Notorious Jumping Frog of Calaveras County" Mark Twain
- "The Story of an Hour" Kate Chopin
- Selected poems from The American Experience including the poetry of Emily Dickenson
- John Steinbeck The Grapes of Wrath
- To Kill a Mockingbird Harper Lee
- Great Gatsby F. Scott Fitzgerald
- "A Rose for Emily" William Faulkner

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

- “Chicago” Carl Sandburg
- Poetry of Robert Frost and other poetry selections.
- Riverside Reader: *Shades of black* pg 260
- Riverside Reader 8 (Gatsby) *A Chinaman’s Chance; Reflections on the American Dream* Cause/Effect
- Catcher in the Rye JD Salinger
- Death of a Salesman Arthur Miller
- The Car Gary Paulsen
- Visions Across America *Origins of Slang* by Woody Allen pg 404
- Onondaga: The Earth on Turtle's Back (pg. 20)
- Modoc: When Grizzlies Walked Upright (pg. 24)
- Navajo: from The Navajo Origin Legend (pg. 27)
- "Museum Indian"
- William Bradford's "Of Plymouth Plantation."
- Anne Bradstreet's "To My Dear and Loving Husband"
- "Huswifery" by Edward Taylor

Films:

- “The Crucible”
- “The Fall of the House of Usher”
- “Walden Pond”
- “To Kill a Mockingbird”
- “Great Gatsby”
- “Death of a Salesman”
- “Catcher in the Rye”

Suggested Links:

- Literature: The American Experience by Prentice Hall (2010) on-line resources and materials associated with this publication
- Pearson Essay Scorer
- [Improving Student Writing Through Critical Thinking](#)
- Read Theory (to assess lexile levels)
- Relevant YouTube clips
- Khan Academy
- *Kahoot.com*
- www.swankmp.com (titles approved by supervisor)
- *Securely*
- *Google Classroom*

Additional Resources:

- Interactive Flat Panel links/ tools
- Markers, paint, pencils
- Audio / Visual Materials

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

- [AP Vocabulary Workshop](#)
- [Webster's New World College Dictionary \(4th ed\)](#)

Suggested Inclusivity Materials and Resources:

- [ACLU- LGBTQ Youth & Schools Resource Library](#)
- [Teaching Tolerance: Middle School and High School Library Recommendations](#)
- [GLSEN: Developing LGBTQ- Inclusive Classroom Resources](#)
- [GLSEN: 2017 NJ School Climate Survey](#)
- [Emerging America](#)
- [One archives foundation](#)
- [Trevor Project](#)
- [New Jersey Amistad Curriculum](#)
- [New Jersey Commission on Holocaust Education](#)
- [United States Holocaust Museum Educator Page](#)

Information Literacy:

- [Disinformation Portal](#)

Course Unit 2

Unit Title: A Growing Nation: 1800-1870

Date/Duration: 9 Weeks

Alignment with New Jersey Student Learning Standards:

[New Jersey Student Learning Standards- ELA](#)

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

Use parallel structure.

- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.
- Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

PRSD Revision: August 2024

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- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Writing Domain

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views);

develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Primary Interdisciplinary Connections:

Alignment with New Jersey Student Learning Standards Social Studies:

NJSLS for Social Studies 6.1 U.S. History: America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity

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

NJSLS for Social Studies 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms

of electronic communication on the creation and diffusion of cultural and political information worldwide.

NJSLS for Social Studies 6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

Alignment with New Jersey Learning Standards Visual and Performing Arts

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work

Supporting and Additional Standards:

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.1 Computer Science: This standard outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2 Design Thinking: This standard outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy: 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.

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an

understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice. The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

9.2 Career Awareness, Exploration, Preparation and Training: 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.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).

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

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit

messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

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

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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

Diversity/Inclusivity/LGBTQ/Disabilities:

- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in this course.
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including, members of the LGBTQ community and people with disabilities to teach tolerance and reflect the diversity of our student population.
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Make modifications to accommodate any students with specific needs, views and experiences.

Corresponding Standards:

- RL.PP.9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.PP.9-10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

Diversity, Equity, and Inclusion Standards

[Diversity, Equity & Inclusion Standards & Resources](#)

Climate Change Standards

[Climate Change Standards & Resources](#)

Stage 1: Desired Results

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Transfer	
<i>Students will be able to independently use their learning to:</i> ● Cite strong and thorough textual evidence and make relevant connections. ● Draw inferences from a text. ● Analyze how themes develop over the course of a text. ● Provide an objective summary of a text. ● Analyze the impact of the author’s choice relating to setting, plot development, and character development. ● Utilize context to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. ● Analyze how word choice impacts meaning and tone. ● Analyze how specific parts of a text’s structure contribute to its overall meaning as well as its aesthetic impact. ● Distinguish between what is directly stated in a text versus what is implied (e.g., satire, sarcasm, irony, or understatement). ● Compare/contrast multiple interpretations of a story, drama, or poem and evaluate how each version interprets the source text. ● Analyze eighteenth-, nineteenth- and early twentieth-century foundational works of literature, focusing on how two or more texts from the same period treat similar themes or topics.	
Meaning	
Understandings: <i>Students will understand that:</i> ● Americans connected their lives with the land they were discovering. ● That the nation changed from a largely agricultural society to a more industrialized society ● That American authors, through common experiences, share common identities in their writing. ● Argumentation is rhetorical in intent. ● There are different reasons for the argument.	Essential Questions: ● What did Americans discover as they explored the continent? ● What attitudes developed toward American land? ● How did these attitudes show up in Literature? ● What rhetorical modes are most likely to sway a reader in an argument or persuasive essay? ● Does the use of rhetorical modes help the writer/reader benefit in their position? ● How does a writer/speaker select which type of argument to use in writing?
Acquisition	
Students will know... ● American lives were connected to the land	Students will be able to... ● Recognize the importance of the land in the growth of America and its

• The nation underwent change to a more industrialized society. • American writers reflected and documented change through their writing. • How to identify agreement and persuasion and then use the same technique in writing • How to use rhetorical devices in argument and persuasion • That audience is essential when writing persuasion.	influence on American Literature. • Identify the difference between agricultural and industrial society. • History is documented through writing.-Identify and analyze argumentative essays. • Analyze an author's point of view on a subject. • Analyze rhetorical devices used to achieve purpose. • Compare/Contrast the style, purpose and tone of two passages.
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Stage 2-Assessment Evidence

Students will show their learning by...

Performance Tasks: • Projects • Class Discussion • Speeches • Group discussion • Essays • Written Tasks • Analogies	Other Evidence: • In-class discussion. • Responding to multiple choice and open-ended questions. • Academic Prompts. • Reading Short Stories • Reading Novels • Journal Responses • Mini-lessons on literary terms • Mini-lessons on plot development • Student instruction • Locating and applying literary terms • Graphic Organizers • Public Speaking • Vocabulary • Mapping and Time-lines • Artistic Expression • Research and Technology
Formative: • Benchmarks • Exit Tickets • Tracking Progress • Check Understanding • Responding to multiple choice and open-ended questions • Academic Prompts	Summative: • Practice AP Activities

Alternative Assessments: • Storyboards • Student-Choice Project	Benchmark Assessment: • Link it Form A
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
Week 1: Exploring The Crucible and Its Context Essential Question: How does literature shape or reflect society? Monday • Topic: Introduction to The Crucible • Activities: ○ Discuss McCarthyism as a catalyst for the writing of The Crucible. ○ Author biography (Page 1120) ○ Activate Prior Knowledge (Page 1124) Tuesday • Topic: Reading Aloud • Activities: ○ Read selected parts of The Crucible aloud (Page 1126) ○ Vocabulary List 3 Wednesday • Topic: Themes and Reflection • Activities: ○ Define the themes in the play ○ Journal: Reflect on a time you were wrongfully blamed for something. How do ideas of conformity and control apply? ○ Role Play: Hysteria in Salem Thursday • Topic: Act I Screening and Puritan Background • Activities: ○ Show Act I of The Crucible ○ Read and summarize Puritan information ○ Honors: Compare Inquisition, McCarthyism, and Witch Trials Friday • Topic: Witch Project • Activities: ○ Visit the library for the witch project sheet ○ Pick a project and work in groups	
Week 2: Deepening Understanding of The Crucible Monday • Topic: Vocabulary and Journaling • Activities: ○ Vocabulary Lists for Act II and III	

- Journal Entry 6: Pre-reading reflections
- Tuesday**
 - Topic: Group Project and Role Play
 - Activities:
 - Group Project and role play focusing on false accusations
 - Explore themes and complete a writing assignment
- Wednesday**
 - Topic: Audio and Visual Analysis
 - Activities:
 - Listen to The Crucible on tape
 - Use Venn diagrams or worksheets to document events and characters
- Thursday**
 - Topic: Film Viewing
 - Activities:
 - Show the film The Witches of Salem
- Friday**
 - Topic: Review and Reflection
 - Activities:
 - Review key concepts and discuss the film

Week 3: Conclusion of The Crucible and Essay Writing

- Monday**
 - Topic: Act IV Analysis
 - Activities:
 - Do Now: Review verbs and vocabulary for Act IV
 - Listen to Act IV
- Tuesday**
 - Topic: Truth vs. Fiction
 - Activities:
 - Do Now: Review possessive pronouns
 - Discuss deviations from historical truth in The Crucible
 - Complete Act IV question sheets
 - Begin sequence chain project with group assignments
- Wednesday**
 - Topic: Essay Assignment
 - Activities:
 - Assign and discuss essay: "How does The Crucible reflect growth and change in American society in both 1692 and 1950?"
 - Take-home test preparation
 - HSPA Reading Comprehension Worksheets (Witches of Salem and Arthur Miller)
- Thursday**
 - Topic: Haunted Studios Project
 - Activities:

- Use iPads to search Haunted Studios website
 - Create descriptive narratives based on picture prompts
 - Write, rewrite, and share narratives in a Halloween-themed classroom
- Friday
- Topic: Grammar and Final Projects
 - Activities:
 - Practice linking verbs in Halloween stories
 - Honors: Write a paragraph on themes of intolerance, reputation, or hysteria in *The Crucible*
-

Week 4: The American Renaissance and Romanticism

Monday

- Topic: Essential Questions and American Renaissance
- Activities:
 - Show Essential Question Video
 - Discuss the relationship between place and literature
 - Define American Literature from 1800-1870

Tuesday

- Topic: Romanticism Overview
- Activities:
 - Brooding Romantics vs. Romantics
 - Read historical context (Page 210-221)

Wednesday

- Topic: Vocabulary and Journal Writing
- Activities:
 - Vocabulary Word List 4
 - Journal Writing: Reasons for moving and feelings about new places
 - Group presentation on the era's history and important figures

Thursday and Friday

- Topic: Venn Diagrams and Romanticism
 - Activities:
 - In-class Venn diagrams: Compare Romanticism and Brooding Romanticism
 - Discuss and illustrate the Big Questions
-

Week 5: Fireside and Campfire Part 1

Monday

- Topic: Introduction to Fireside Poets
- Activities:
 - Journal: Write about the theme of "The Devil Came Down to Georgia"
 - Read "The Devil and Tom Walker" by Washington Irving
 - Picture Prompt Writing (Page 225)

Tuesday

- Topic: Characterization and Descriptive Writing
- Activities:

	○ Read and respond to "The Devil and Tom Walker" ○ Descriptive Writing Handout
Wednesday and Thursday	● Topic: Group Project on Romanticism ● Activities: ○ Connect the Big Questions to Romanticism ○ Create and present posters illustrating discoveries
Friday	● Topic: Nathaniel Hawthorne's The Minister's Black Veil ● Activities: ○ Read "The Minister's Black Veil" (Page 272) ○ Discuss the parable and its relation to Puritan ideals ○ Journal: Reactions to drastic changes in appearance
Week 6: Fireside Poets and Poetry Analysis	
Monday	● Topic: Vocabulary and Poetic Devices ● Activities: ○ Vocabulary List 5
Tuesday to Friday	● Topic: Fireside Poets ● Activities: ○ Read author notes for Henry Wadsworth Longfellow (Page 257) ○ Introduce meter and its impact on mood ○ Read and discuss "The Song of Hiawatha" (Longfellow) ○ Read and discuss "The Tide Rises, The Tide Falls" and "Thanatopsis" (Bryant) ○ Read and discuss "Old Ironsides" (Holmes) ○ Relate poems to the question "What Makes American Literature American?" ○ Group work and presentations
Week 7: Brooding Romantics and Shadows of the Imagination	
Monday to Wednesday	● Topic: Dark Romanticism ● Activities: ○ Discuss Nathaniel Hawthorne's "The Minister's Black Veil" ○ Read Edgar Allan Poe's works, including "The Raven" and "The Fall of the House of Usher" ○ Discuss the connection between Poe's troubled life and his writing ○ Journal: Interpret symbolic elements in Poe's works
Thursday and Friday	● Topic: Herman Melville and Moby Dick ● Activities: ○ Read background on Herman Melville (Page 335) ○ Watch and discuss "The True Story of Moby Dick" documentary

○ Explore Melville’s symbolic meaning and themes in Moby Dick
Week 8: Transcendentalism and Individualism Monday ● Topic: Introduction to Transcendentalism ● Activities: ○ View "Thoreau’s Walden" (Page 374) ○ Discuss individualism and simplification of life ○ Journal: Reflect on individualism and life without materialism Tuesday to Friday ● Topic: Emerson and Thoreau ● Activities: ○ Read and discuss Ralph Waldo Emerson’s biography and "Self-Reliance" ○ Analyze Emerson’s views on nature and individuality ○ Read and discuss Charles Johnson’s contemporary view of Emerson ○ Compare and contrast societal conformity and personal freedom
Week 9: Political Documents and Persuasive Writing Monday ● Topic: Patrick Henry’s Speech ● Activities: ○ Read and analyze "Speech in the Virginia Convention" Tuesday ● Topic: Declaration of Independence ● Activities: ○ Read and analyze "The Declaration of Independence" Wednesday ● Topic: Ben Franklin’s Speech ● Activities: ○ Read and analyze "Speech in the Convention" Thursday ● Topic: Thomas Paine’s Crisis ● Activities: ○ Read and analyze "From The American Crisis" Friday ● Topic: Ben Franklin’s Autobiography ● Activities: ○ Read and analyze "From The Autobiography" ○ Answer the Big Questions about what makes these documents American, their reflection of place, and their historical context ○ Prepare and present findings
Recommended Modifications and Accommodations
IEP/504: Add Modifications/Accommodations as per Student's IEP/504 ● Follow students' specific Individualized Education Plan and/or 504.

- Visual daily schedule
- Use of graphic organizers
- Work-in-progress check
- Use of hard copy of notes
- Provide study guides for assessments
- Allow for more time on assessments and assignments.
- Provide alternate assignments and retakes on assessments.

RTI Tier I, II, or III modification as per Action Plan:

- Tier I: Classroom- Instruction & Resources
 - One-One Conferencing
 - Content adjustments: chunking material, provide material based on reading level, provide vocabulary sheets, etc.
 - Use of Graphic Organizers/Guided Notes
 - Leveled Reading materials
 - Differentiated grouping: Example: small group instruction- ability, interest, choice
 - Differentiated instruction
 - Modeling
 - Check for understanding
 - [Differentiated Instruction Checklist](#)
- Tier 2: Targeted Interventions
 - Extended time and alternate assessment responses (oral/written)
 - Parent contact
 - Extra content materials
- Tier 3: Intensive Interventions and Comprehensive Evaluation
 - Individualized reward system or contract
 - Observation by school counselor

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Pre-teach target vocabulary
- Allow extra time for learning activities and assessments
- Modify learning activities and assessments using the WIDA Can-Do Descriptors:
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>
- Provide visual support, such as organizers, timelines, graphs, objects, illustrations, videos
- Use websites such as ReadWorks to provide texts appropriate for reading level
- Use alternate texts, such as ACCESS for ELLs (Math, Science, Social Studies)
- Use of primary language (L1) if possible/appropriate

PRSD Revision: August 2024

BOE Approved (revision): August 2024

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NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

- Create lessons using videos with subtitles in L1 and provide online notes and activities so student can easily translate
- Allow use of translation dictionary or online translator (Google Translate)
- Use a strong student as a “buddy/peer tutor” (does not necessarily have to speak the primary language)
- Assessments read aloud or accompanied by visuals and/or translated copies
- Make connections between home and school cultures

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Students at Risk of School Failure

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Communication logs

Specific Resources for Unit

Texts/Literature:

- Literature: The American Experience by Prentice Hall (2010)
- “The Crucible”
- “The Devil and Tom Walker” Washington Irving
- Moby Dick Herman Melville
- “Minister’s Black Veil” Nathaniel Hawthorne
- “The Fall of the House of Usher” Edgar Allan Poe
- Selected Poetry from The American Experience
- “Self-Reliance” Ralph Waldo Emerson
- “Walden Pond” Henry David Thoreau

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- Civil Disobedience Henry David Thoreau
- Riverside Reader 95) *MLK I Have A Dream* pg 455
- Onondaga: The Earth on Turtle's Back (pg. 20)
- Modoc: When Grizzlies Walked Upright (pg. 24)
- Navajo: from The Navajo Origin Legend (pg. 27)
- "Museum Indian"
- William Bradford's "Of Plymouth Plantation."
- Anne Bradstreet's "To My Dear and Loving Husband"
- "Huswifery" by Edward Taylor

Films:

- "The Fall of the House of Usher"
- "Walden Pond"
- "The Crucible"

Suggested Links:

- Literature: The American Experience by Prentice Hall (2010) on-line resources and materials associated with this publication
- Pearson Essay Scorer: Narrative, and Editorial
- [Improving Student Writing Through Critical Thinking](#)
- Read Theory (to assess lexile levels)
- Relevant YouTube clips
- Khan Academy
- *Kahoot.com*
- www.swankmp.com (titles approved by supervisor)
- *Securely*
- *Google Classroom*

Additional Resources:

- Interactive Flat Panel links/ tools
- Markers, paint, pencils
- Audio / Visual Materials
- AP Vocabulary Workshop
- Webster's New World College Dictionary (4th ed)
- Pearson Essay Scorer: Two Products Compare/Contrast and Response to Lit Motives and Emotions

General Resources for Course

Texts/Literature:

- Literature: The American Experience by Prentice Hall (2010)
- The Crucible by Arthur Miller
- Riverside Readers Volumes 5,6,8
- *My Name is Margaret*: RRR 5 pg 29

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- Selections from American Experience
- Bedford Reader: The Process of Procuring Pleasant Dreams (Step by Step pg. 251)
- “The Devil and Tom Walker” Washington Irving
- Moby Dick Herman Melville
- “Minister’s Black Veil” Nathaniel Hawthorne
- “The Fall of the House of Usher” Edgar Allan Poe (And movie)
- Selected Poetry from The American Experience
- “Self-Reliance” Ralph Waldo Emerson
- “Walden Pond” Henry David Thoreau (And movie)
- Civil Disobedience Henry David Thoreau
- Riverside Reader 95) *MLK I Have A Dream* pg 455
- Riverside Reader (5) Mark Twain: *Two Views of the River* pg 164 Compare/Contrast
- “An Occurrence at Owl Creek Bridge” Ambrose Bierce
- “The Boys Ambition” Mark Twain
- “The Notorious Jumping Frog of Calaveras County” Mark Twain
- “The Story of an Hour” Kate Chopin
- Selected poems from The American Experience including the poetry of Emily Dickenson
- John Steinbeck The Grapes of Wrath
- To Kill a Mockingbird Harper Lee
- Great Gatsby F. Scott Fitzgerald
- “A Rose for Emily” William Faulkner
- “Chicago” Carl Sandburg
- Poetry of Robert Frost and other poetry selections.
- Riverside Reader: Shades of black pg 260
- Riverside Reader 8 (Gatsby) *A Chinaman’s Chance; Reflections on the American Dream* Cause/Effect
- Catcher in the Rye JD Salinger
- Death of a Salesman Arthur Miller
- The Car Gary Paulsen
- Visions Across America *Origins of Slang* by Woody Allen pg 404
- Onondaga: The Earth on Turtle's Back (pg. 20)
- Modoc: When Grizzlies Walked Upright (pg. 24)
- Navajo: from The Navajo Origin Legend (pg. 27)
- "Museum Indian"
- William Bradford's "Of Plymouth Plantation."
- Anne Bradstreet's "To My Dear and Loving Husband"
- "Huswifery" by Edward Taylor

Films:

- “The Crucible”
- “The Fall of the House of Usher”
- “Walden Pond”

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- “To Kill a Mockingbird”
- “Great Gatsby”
- “Death of a Salesman”
- “Catcher in the Rye”

Suggested Links:

- Literature: The American Experience by Prentice Hall (2010) on-line resources and materials associated with this publication
- Pearson Essay Scorer
- [Improving Student Writing Through Critical Thinking](#)
- Read Theory (to assess lexile levels)
- Relevant YouTube clips
- Khan Academy
- *Kahoot.com*
- [www.swankmp.com](#) (titles approved by supervisor)
- *Securely*
- *Google Classroom*

Additional Resources:

- Interactive Flat Panel links/ tools
- Markers, paint, pencils
- Audio / Visual Materials
- AP Vocabulary Workshop
- Webster’s New World College Dictionary (4th ed)

Suggested Inclusivity Materials and Resources:

- [ACLU- LGBTQ Youth & Schools Resource Library](#)
- [Teaching Tolerance](#): Middle School and High School Library Recommendations
- [GLSEN](#): Developing LGBTQ- Inclusive Classroom Resources
- [GLSEN](#): 2017 NJ School Climate Survey
- [Emerging America](#)
- [One archives foundation](#)
- [Trevor Project](#)
- [New Jersey Amistad Curriculum](#)
- [New Jersey Commission on Holocaust Education](#)
- [United States Holocaust Museum Educator Page](#)

Information Literacy:

- [Disinformation Portal](#)

Course Unit 3

Unit Title: Division, Reconciliation, and Expansion

Date/Duration: 2 Weeks

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Alignment with New Jersey Student Learning Standards:

New Jersey Student Learning Standards- ELA

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

Use parallel structure.

- A. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Writing Domain

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to

examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden

the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Primary Interdisciplinary Connections:**Alignment with New Jersey Student Learning Standards Social Studies:****NJSLS for Social Studies 6.1 U.S. History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity

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

NJSLS for Social Studies 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

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

NJSLS for Social Studies 6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

Alignment with New Jersey Learning Standards Visual and Performing Arts

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work

Supporting and Additional Standards:**2020 New Jersey Student Learning Standards – Computer Science and Design Thinking**

8.1 Computer Science: This standard outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2 Design Thinking: This standard outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy: 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.

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice. The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

9.2 Career Awareness, Exploration, Preparation and Training: 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.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials,

math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

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

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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

Diversity/Inclusivity/LGBTQ/Disabilities:

- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in this course.
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including, members of the LGBTQ community and people with disabilities to teach tolerance and reflect the diversity of our student population.
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational

process.

- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Make modifications to accommodate any students with specific needs, views and experiences.

Corresponding Standards:

- RL.PP.9-10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.PP.9-10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

Diversity, Equity, and Inclusion Standards

[Diversity, Equity & Inclusion Standards & Resources](#)

Climate Change Standards

[Climate Change Standards & Resources](#)

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- Cite strong and thorough textual evidence and make relevant connections.
- Draw inferences from a text.
- Analyze how themes develop over the course of a text.
- Provide an objective summary of a text.
- Analyze the impact of the author’s choice relating to setting, plot development, and character development.
- Utilize context to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- Analyze how word choice impacts meaning and tone.
- Analyze how specific parts of a text’s structure contribute to its overall meaning as well as its aesthetic impact.
- Distinguish between what is directly stated in a text versus what is implied (e.g., satire, sarcasm, irony, or understatement).
- Compare/contrast multiple interpretations of a story, drama, or poem and evaluate how each version interprets the source text.
- Analyze eighteenth-, nineteenth- and early twentieth-century foundational works of literature, focusing on how two or more texts from the same period treat similar themes or topics.

Meaning

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

Understandings: <i>Students will understand that:</i> • Writers of the time reflected economic growth, powerful elements of chance, the now closed frontier, and the flight into fantasy. • Spirituals expressed the woes of slavery and the hope for freedom. • Realistic portrayals of American plots and settings gave American Literature its special identity. • Realistic details from local colorists replaced transcendentalist philosophy. • The horrors of the civil war and hardships of life described by the naturalists put an end to Emerson's <i>Self-Reliance</i> and the Transcendentalists. • When writing research or the Critical Review, students will draw from valid sources not personal experiences. • How to Compose a research paper (synthesis) • How to Compose a Critical analysis	Essential Questions: • How did popular literature reflect the era's social and political issues? • What literary forms did the writers use to discuss social and political issues during this period? • What literary elements contributed to an American style? • What role did writers play in shaping American identity? • At the dawn of the 20th century, what did Literature reveal about American attitudes? • Why is it important to evaluate sources and use only scholarly sources? • How do I use proper format in composing a research paper and critical analysis paper?
Acquisition	
Students will know... • Literary style changed with flight from frontier to fantasy. • Spiritual hope for freedom was expressed through Literature. • American Literature expressed realistic portrayals of American life. • Transcendental beliefs changed to realistic outlooks. • War caused Americans to abandon naturalists and focus on truth. • How to examine and choose from multiple sources to make a point • When to use a summary, paraphrase or inference while addressing a synthesis essay • That MLA format must be used when	Students will be able to... • Reflects the change in literary style • Understand that writing and speaking are necessary tools for political and social change • Recognize the individual writers and their works in respect to shaping the identity of America. • Realize that the 20th century brought change in American attitudes and how they were reflected through literature. • Critically analyze multiple sources • Compose a well-organized research paper • Create a well-organized Critical Review • Examine author's style and its effect

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

writing a Research Paper.	on meaning Identify scholarly sources.
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: - Projects - Class Discussion - Speeches - Group discussion - Essays - Written Tasks - Analogies	Other Evidence: - Reading Short Stories - Examination and identification of Theme and setting - Reading Novels - Journal Responses - Identification and use of literary terms - Understanding plot development and theme - Student instruction - Locating and applying literary terms - Graphic Organizers - Public Speaking - Chunking - Jig Sawing - Vocabulary both from content and AP list (44 words AP) - Mapping and Time-lines - Artistic Expression - Research and Technology - Topic related Websites - Pearson Essay Scorer
Formative Assessment: - Benchmarks - Exit Tickets - Practice AP Activities - Tracking Progress - Check Understanding - Responding to multiple choice and open-ended questions - Academic Prompts	Summative Assessments: AP Exam Activities
Alternative Assessments: - Storyboards - Student-Choice Project	Benchmark Assessment: Link it Form B
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	

Week 1: Exploring Narrative Perspectives and Setting

Objective: Analyze how narrative perspectives and settings impact storytelling and thematic development.

1. Reading Assignment:
 - Ambrose Bierce: "An Occurrence at Owl Creek Bridge" (short story, pg. 480)
2. Discussion:
 - Explore the use of omniscient and limited third-person points of view.
 - Examine the stream of consciousness technique.
 - Discuss the relationship between the Civil War setting and the narrative's impact.
3. Vocabulary:
 - Etiquette, deference, dictum, summarily, apprised, ineffable
4. Journal Prompt:
 - Reflect on a senseless act of violence you have witnessed or learned about through media. Analyze how it might have been prevented.
5. Activity:
 - Compare how different narrative perspectives shape readers' understanding of the story.

Week 2: Autobiography and Social Reflection

Objective: Investigate how autobiographical literature reflects and shapes societal views and personal identity.

1. Reading Assignment:
 - Frederick Douglass: from *My Bondage and My Freedom* (autobiography, pg. 520)
2. Discussion:
 - Analyze how Douglass's narrative reflects societal issues and how it influenced contemporary perceptions of slavery.
3. Vocabulary:
 - Benevolent, deficient, fervent, opposition, consternation, intolerable
4. Journal Prompt:
 - Describe a leader you respect and explain why.
5. Activity:
 - Write a personal narrative reflecting on your own experiences and how they relate to societal issues.

Week 3: Spirituals and Cultural Expression

Objective: Explore the significance of spirituals and their cultural context in relation to place and historical experience.

1. Reading Assignment:

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

- “Go Down, Moses” and “Swing Low, Sweet Chariot” (spirituals, pg. 532, 534)
- 2. Discussion:
 - Discuss the relationship between spirituals and their cultural and historical contexts.
 - Analyze changes in emotion and rhythm, and the role of refrain and oral tradition.
- 3. Vocabulary:
 - Oppressed, smite
- 4. Activity:
 - Perform individual oral interpretations of the spirituals, focusing on emotional expression and rhythm.

Week 4: Screenplay Adaptation and Analysis

Objective: Understand the elements of screenplays and their adaptation from literature.

- 1. Reading Assignment:
 - Anthony Minghella: from Cold Mountain (screenplay, pg. 546)
- 2. Discussion:
 - Examine the elements of a screenplay and compare them to traditional literature.
 - Discuss the tagline from the movie poster: “Find the strength, find the courage. No matter what, find the way home.” and its connection to the Civil War.
- 3. Journal Prompt:
 - Rephrase the movie tagline in your own words and relate it to the themes of the Civil War.
- 4. Activity:
 - Work in groups on critical reading questions (pg. 549) related to the screenplay.

Week 5: American Identity and Humor

Objective: Explore the themes of American identity and humor in Twain’s work and contemporary music.

- 1. Reading Assignment:
 - Mark Twain: from Life on the Mississippi (autobiography, pg. 570)
- 2. Discussion:
 - Analyze Twain’s portrayal of American life and identity.
 - Discuss Twain’s humor, exaggeration, and regional dialect.
- 3. Vocabulary:
 - Transient, prodigious, eminence, garrulous, conjectured, monotonous, interminable
- 4. Activity:
 - Listen to Bruce Springsteen’s “Born in the USA” and discuss how it reflects American identity.

- Compare Twain’s humor in written form with spoken humor.

Week 6: Irony and Social Roles

Objective: Examine the use of irony and societal roles, focusing on gender and social expectations.

1. Reading Assignment:
 - Kate Chopin: “The Story of an Hour” (short story, pg. 628)
2. Discussion:
 - Analyze how the story reflects and shapes societal views on gender roles.
 - Explore the use of irony and its impact on the story.
3. Vocabulary:
 - Foretell, repression, elusive, tumultuously
4. Journal Prompt:
 - Write several sentences observing differences between people’s outward appearances and their internal realities.
5. Activity:
 - Analyze the portrait on pg. 629 and answer related questions.

Week 7: Materialism and Social Status

Objective: Explore themes of materialism and social status in poetry, and their relationship to place.

1. Reading Assignment:
 - Edwin Arlington Robinson: “Richard Cory” (poem, pg. 644)
2. Discussion:
 - Discuss Richard Cory’s social standing and the theme of materialism.
 - Analyze the use of irony in the poem.
3. Journal Prompt:
 - Reflect on what elements constitute happiness.

Week 8: Legacy and Epitaphs

Objective: Understand the significance of epitaphs in literature and create personal epitaphs.

1. Reading Assignment:
 - Edgar Lee Masters: “Lucinda Matlock” (poem, pg. 646)
2. Discussion:
 - Explore the role and significance of epitaphs in literature and their cultural implications.
3. Activity:
 - Write an epitaph for a famous person, considering how it reflects their legacy and societal impact.

Week 9: Comprehensive Review and Assessment

Objective: Review key concepts from the course and assess understanding through a final test.

1. Review:
 - Summarize major themes, authors, and texts studied throughout the course.
 - Discuss how different places and literary elements impacted American literature.
2. Final Test:
 - Comprehensive test covering all readings, discussions, and key concepts from the course, including a focus on Gatsby if it has been discussed in relation to the course themes.

Recommended Modifications and Accommodations

IEP/504: Add Modifications/Accommodations as per Student's IEP/504

- Follow students' specific Individualized Education Plan and/or 504.
- Visual daily schedule
- Use of graphic organizers
- Work-in-progress check
- Use of hard copy of notes
- Provide study guides for assessments
- Allow for more time on assessments and assignments.
- Provide alternate assignments and retakes on assessments.

RTI Tier I, II, or III modification as per Action Plan:

- Tier I: Classroom- Instruction & Resources
 - One-One Conferencing
 - Content adjustments: chunking material, provide material based on reading level, provide vocabulary sheets, etc.
 - Use of Graphic Organizers/Guided Notes
 - Leveled Reading materials
 - Differentiated grouping: Example: small group instruction- ability, interest, choice
 - Differentiated instruction
 - Modeling
 - Check for understanding
 - [Differentiated Instruction Checklist](#)
- Tier 2: Targeted Interventions
 - Extended time and alternate assessment responses (oral/written)
 - Parent contact
 - Extra content materials
- Tier 3: Intensive Interventions and Comprehensive Evaluation
 - Individualized reward system or contract
 - Observation by school counselor

ELL:

PRSD Revision: August 2024

BOE Approved (revision): August 2024

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- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Pre-teach target vocabulary
- Allow extra time for learning activities and assessments
- Modify learning activities and assessments using the WIDA Can-Do Descriptors:
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>
- Provide visual support, such as organizers, timelines, graphs, objects, illustrations, videos
- Use websites such as ReadWorks to provide texts appropriate for reading level
- Use alternate texts, such as ACCESS for ELLs (Math, Science, Social Studies)
- Use of primary language (L1) if possible/appropriate
- Create lessons using videos with subtitles in L1 and provide online notes and activities so student can easily translate
- Allow use of translation dictionary or online translator (Google Translate)
- Use a strong student as a “buddy/peer tutor” (does not necessarily have to speak the primary language)
- Assessments read aloud or accompanied by visuals and/or translated copies
- Make connections between home and school cultures

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Students at Risk of School Failure

PRSD Revision: August 2024

BOE Approved (revision): August 2024

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- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Communication logs

Specific Resources for Unit

Texts/Literature:

- Literature: The American Experience by Prentice Hall (2010)
- Riverside Reader (5) Mark Twain: *Two Views of the River* pg 164 Compare/Contrast
- "An Occurrence at Owl Creek Bridge" Ambrose Bierce
- "The Boys Ambition" Mark Twain
- "The Notorious Jumping Frog of Calaveras County" Mark Twain
- "The Story of an Hour" Kate Chopin
- Selected poems from The American Experience including the poetry of Emily Dickenson

Suggested Links:

- Literature: The American Experience by Prentice Hall (2010) on-line resources and materials associated with this publication
- Pearson Essay Scorer: Narrative, and Editorial
- [Improving Student Writing Through Critical Thinking](#)
- Read Theory (to assess lexile levels)
- Relevant YouTube clips
- Khan Academy
- Kahoot.com
- www.swankmp.com (titles approved by supervisor)
- Securely
- Google Classroom

Additional Resources:

- Interactive Flat Panel links/ tools
- Markers, paint, pencils
- Audio / Visual Materials
- AP Vocabulary Workshop
- Webster's New World College Dictionary (4th ed)
- Pearson Essay Scorer: Two Products Compare/Contrast and Response to Lit Motives and Emotions

General Resources for Course

Texts/Literature:

- Literature: The American Experience by Prentice Hall (2010)
- The Crucible by Arthur Miller
- Riverside Readers Volumes 5,6,8
- *My Name is Margaret*: RRR 5 pg 29

PRSD Revision: August 2024

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- Selections from American Experience
- Bedford Reader: *The Process of Procuring Pleasant Dreams* (Step by Step pg. 251)
- “The Devil and Tom Walker” Washington Irving
- Moby Dick Herman Melville
- “Minister’s Black Veil” Nathaniel Hawthorne
- “The Fall of the House of Usher” Edgar Allan Poe (And movie)
- Selected Poetry from The American Experience
- “Self-Reliance” Ralph Waldo Emerson
- “Walden Pond” Henry David Thoreau (And movie)
- Civil Disobedience Henry David Thoreau
- Riverside Reader 95) *MLK I Have A Dream* pg 455
- Riverside Reader (5) Mark Twain: *Two Views of the River* pg 164 Compare/Contrast
- “An Occurrence at Owl Creek Bridge” Ambrose Bierce
- “The Boys Ambition” Mark Twain
- “The Notorious Jumping Frog of Calaveras County” Mark Twain
- “The Story of an Hour” Kate Chopin
- Selected poems from The American Experience including the poetry of Emily Dickenson
- John Steinbeck The Grapes of Wrath
- To Kill a Mockingbird Harper Lee
- Great Gatsby F. Scott Fitzgerald
- “A Rose for Emily” William Faulkner
- “Chicago” Carl Sandburg
- Poetry of Robert Frost and other poetry selections.
- Riverside Reader: *Shades of black* pg 260
- Riverside Reader 8 (Gatsby) *A Chinaman’s Chance; Reflections on the American Dream* Cause/Effect
- Catcher in the Rye JD Salinger
- Death of a Salesman Arthur Miller
- The Car Gary Paulsen
- Visions Across America *Origins of Slang* by Woody Allen pg 404
- Onondaga: The Earth on Turtle's Back (pg. 20)
- Modoc: When Grizzlies Walked Upright (pg. 24)
- Navajo: from The Navajo Origin Legend (pg. 27)
- "Museum Indian"
- William Bradford's "Of Plymouth Plantation."
- Anne Bradstreet's "To My Dear and Loving Husband"
- "Huswifery" by Edward Taylor

Films:

- “The Crucible”
- “The Fall of the House of Usher”
- “Walden Pond”

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

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State Standard Adopted by PRSD: September 2024

- “To Kill a Mockingbird”
- “Great Gatsby”
- “Death of a Salesman”
- “Catcher in the Rye”

Suggested Links:

- Literature: The American Experience by Prentice Hall (2010) on-line resources and materials associated with this publication
- Pearson Essay Scorer
- [Improving Student Writing Through Critical Thinking](#)
- Read Theory (to assess lexile levels)
- Relevant YouTube clips
- Khan Academy
- Kahoot.com
- [www.swankmp.com](#) (titles approved by supervisor)
- Securely
- Google Classroom

Additional Resources:

- Interactive Flat Panel links/ tools
- Markers, paint, pencils
- Audio / Visual Materials
- AP Vocabulary Workshop
- Webster’s New World College Dictionary (4th ed)

Suggested Inclusivity Materials and Resources:

- [ACLU- LGBTQ Youth & Schools Resource Library](#)
- [Teaching Tolerance](#): Middle School and High School Library Recommendations
- [GLSEN](#): Developing LGBTQ- Inclusive Classroom Resources
- [GLSEN](#): 2017 NJ School Climate Survey
- [Emerging America](#)
- [One archives foundation](#)
- [Trevor Project](#)
- [New Jersey Amistad Curriculum](#)
- [New Jersey Commission on Holocaust Education](#)
- [United States Holocaust Museum Educator Page](#)

Information Literacy:

- [Disinformation Portal](#)

Course Unit 4

Unit Title: Disillusion , Defiance, and Discontent

PRSD Revision: August 2024

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Date/Duration: 9 Weeks

Alignment with New Jersey Student Learning Standards:

[New Jersey Student Learning Standards- ELA](#)

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

Use parallel structure.

- A. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Writing Domain

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to

examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden

the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Primary Interdisciplinary Connections:**Alignment with New Jersey Student Learning Standards Social Studies:****NJSLS for Social Studies 6.1 U.S. History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity

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

NJSLS for Social Studies 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

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

NJSLS for Social Studies 6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

Alignment with New Jersey Learning Standards Visual and Performing Arts

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work

Supporting and Additional Standards:**2020 New Jersey Student Learning Standards – Computer Science and Design Thinking**

8.1 Computer Science: This standard outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2 Design Thinking: This standard outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy: 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.

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice. The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

9.2 Career Awareness, Exploration, Preparation and Training: 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.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials,

math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

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

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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

Diversity/Inclusivity/LGBTQ/Disabilities:

- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in this course.
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including, members of the LGBTQ community and people with disabilities to teach tolerance and reflect the diversity of our student population.
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational

process.

- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Make modifications to accommodate any students with specific needs, views and experiences.

Diversity, Equity, and Inclusion Standards

[Diversity, Equity & Inclusion Standards & Resources](#)

Climate Change Standards

[Climate Change Standards & Resources](#)

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- Write arguments to support claims utilizing reason and evidence.
- Produce clear and organized writing appropriate to task, purpose, and reader.
- Plan, revise, and edit writing in an effort to develop and improve writing.
- Produce and publish writing using technology.
- Utilize writing as a means of interaction and collaboration.
- 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..
- Assess the credibility and accuracy of print and online sources for timeliness, relevance, authority, accuracy, and purpose.
- Integrate print and online sources using quotations, paraphrases, and summaries to avoid plagiarism.

Meaning

Understandings:

Students will understand that:

- Americans grew more aware of other cultures.

American and non-American places have dominated our thinking in recent years.

- Social and political events affected American writers in the first half of the twentieth century.
- For every action, there is a reaction.

Essential Questions:

- What American places especially affected American life in the first half of the Twentieth Century?
- What non-American places especially affected American life in the first half of the twentieth century?
- How did these places show up in the work of modern American Writers?
- What makes a powerful Cause/Effect essay?

Acquisition

Students will know...

Students will be able to...

PRSD Revision: August 2024

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State Standard Adopted by PRSD: September 2024

• Other cultures began influencing American thought. • American's needed to extend their knowledge beyond America. • The writing during the first half of the twentieth century was largely influenced by social and political events. • What makes a powerful Cause/Effect essay?	• Determine which places affected American life at the start of the new century. • Recognize how the rest of the world would influence American life at the turn of the century and onward. • Understand the importance of global thinking in American Literature. • Write a Cause/Effect Essay
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Stage 2-Assessment Evidence

Students will show their learning by...

Performance Tasks: • Projects • Class Discussion • Speeches • Group discussion • Essays • Written Tasks • Analogies	Other Evidence: • Reading Short Stories • Reading Novels • Journal Responses • Using literary terms • Identify plot development and theme • Student instruction • Locating and applying literary terms • Graphic Organizers • Public Speaking • Vocabulary from content and 44 from AP List • Artistic Expression • Research and Technology
Formative Assessments: • Benchmark • Exit Tickets • Practice AP Activities • Tracking Progress • Check Understanding • Responding to multiple choice and open-ended questions • Academic Prompts ○ Journals	Summative Assessments: • AP Practice Assessments
Alternative Assessments: • Storyboards • Student Choice	Benchmark: • Link It: Form B

Stage 3- Learning Plan

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Summary of Key Learning Events and Instruction

Week 1: Introduction to Themes and Context

- **Day 1-2:** Introduction to the unit and essential questions.
 - Discuss the themes of disillusion, defiance, and discontent.
 - Overview of the historical context: American life in the first half of the twentieth century.
- **Day 3-5:** Exploration of American places that affected American life.
 - Lecture/discussion on key American places (e.g., the Dust Bowl, Southern towns, urban centers like Chicago).
 - Begin reading "The Grapes of Wrath" by John Steinbeck.
- **Day 6-7:** Introduction to cause/effect essays.
 - Discuss the elements of a powerful cause/effect essay.
 - Analyze examples of cause/effect essays.

Week 2: The Grapes of Wrath

- **Day 1-3:** Continue reading and discussing "The Grapes of Wrath."
 - Focus on the depiction of the Dust Bowl and its effects on American families.
 - Identify themes of disillusionment and defiance in the text.
- **Day 4-5:** Writing workshop.
 - Begin drafting a cause/effect essay based on themes from "The Grapes of Wrath."
 - Peer review and feedback sessions.

Week 3: To Kill a Mockingbird

- **Day 1-3:** Introduction to "To Kill a Mockingbird" by Harper Lee.
 - Discuss the impact of Southern towns on American life.
 - Begin reading the novel and viewing the film.
- **Day 4-5:** Analysis and discussion.
 - Compare and contrast the novel and film.
 - Explore themes of racial injustice and moral defiance.

Week 4: The Great Gatsby

- **Day 1-3:** Introduction to "The Great Gatsby" by F. Scott Fitzgerald.
 - Discuss the influence of urban centers and the Roaring Twenties on American life.
 - Begin reading the novel and viewing the film.
- **Day 4-5:** Analysis and discussion.
 - Examine themes of disillusionment and the American Dream.

- Compare and contrast the novel and film.

Week 5: Short Stories and Poetry

- **Day 1-2:** Read and discuss "A Rose for Emily" by William Faulkner.
 - Focus on the depiction of Southern gothic elements and themes of discontent.
- **Day 3-4:** Read and discuss "Chicago" by Carl Sandburg.
 - Explore the portrayal of urban life and industrialization.
- **Day 5:** Writing workshop.
 - Draft cause/effect essays based on themes from "A Rose for Emily" and "Chicago."
 - Peer review and feedback sessions.

Week 6: Non-American Influences

- **Day 1-2:** Lecture/discussion on non-American places that affected American life (e.g., World War I and II battlefields, European cities).
 - Identify how these places influenced American writers.
- **Day 3-5:** Analysis of how non-American places appear in the works of modern American writers.
 - Identify examples in "The Great Gatsby" and "The Grapes of Wrath."

Week 7: Integrative Analysis

- **Day 1-2:** Comparative analysis of American and non-American influences.
 - Group discussions and presentations on how different places shaped the works studied.
- **Day 3-5:** Writing workshop.
 - Develop integrative cause/effect essays incorporating multiple texts and influences.
 - Peer review and feedback sessions.

Week 8: Final Projects

- **Day 1-3:** Finalize cause/effect essays.
 - One-on-one conferencing with the teacher for feedback.
- **Day 4-5:** Presentation of essays.
 - Students present their findings and analyses to the class.

Week 9: Reflection and Assessment

- **Day 1-2:** Reflective discussions on the unit.
 - Students discuss what they learned about disillusion, defiance, and discontent.
- **Day 3-5:** Final assessments.
 - Written reflections on how places affected American life and literature.

- Review and evaluate the cause/effect essays.

Recommended Modifications and Accommodations

IEP/504: Add Modifications/Accommodations as per Student's IEP/504

- Follow students' specific Individualized Education Plan and/or 504.
- Visual daily schedule
- Use of graphic organizers
- Work-in-progress check
- Use of hard copy of notes
- Provide study guides for assessments
- Allow for more time on assessments and assignments.
- Provide alternate assignments and retakes on assessments.

RTI Tier I, II, or III modification as per Action Plan:

- Tier I: Classroom- Instruction & Resources
 - One-One Conferencing
 - Content adjustments: chunking material, provide material based on reading level, provide vocabulary sheets, etc.
 - Use of Graphic Organizers/Guided Notes
 - Leveled Reading materials
 - Differentiated grouping: Example: small group instruction- ability, interest, choice
 - Differentiated instruction
 - Modeling
 - Check for understanding
 - [Differentiated Instruction Checklist](#)
- Tier 2: Targeted Interventions
 - Extended time and alternate assessment responses (oral/written)
 - Parent contact
 - Extra content materials
- Tier 3: Intensive Interventions and Comprehensive Evaluation
 - Individualized reward system or contract
 - Observation by school counselor

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Pre-teach target vocabulary
- Allow extra time for learning activities and assessments
- Modify learning activities and assessments using the WIDA Can-Do Descriptors:
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>

PRSD Revision: August 2024

BOE Approved (revision): August 2024

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- Provide visual support, such as organizers, timelines, graphs, objects, illustrations, videos
- Use websites such as ReadWorks to provide texts appropriate for reading level
- Use alternate texts, such as ACCESS for ELLs (Math, Science, Social Studies)
- Use of primary language (L1) if possible/appropriate
- Create lessons using videos with subtitles in L1 and provide online notes and activities so student can easily translate
- Allow use of translation dictionary or online translator (Google Translate)
- Use a strong student as a “buddy/peer tutor” (does not necessarily have to speak the primary language)
- Assessments read aloud or accompanied by visuals and/or translated copies
- Make connections between home and school cultures

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Students at Risk of School Failure

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Communication logs

Specific Resources for Unit

Texts/Literature:

- Literature: The American Experience by Prentice Hall (2010)
- John Steinbeck The Grapes of Wrath
- To Kill a Mockingbird Harper Lee (and film)
- Great Gatsby F. Scott Fitzgerald (and film)

PRSD Revision: August 2024

NJ DOE Adopted: September 2024

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- “A Rose for Emily” William Faulkner
- “Chicago” Carl Sandburg
- Poetry of Robert Frost and other poetry selections.
- Riverside Reader: *Shades of black* pg 260
- Riverside Reader 8 (Gatsby) *A Chinaman’s Chance; Reflections on the American Dream* Cause/Effect

Films:

- “To Kill a Mockingbird”
- “Great Gatsby”

Suggested Links:

- Literature: The American Experience by Prentice Hall (2010) on-line resources and materials associated with this publication
- Pearson Essay Scorer: Cause and Effect
- [Improving Student Writing Through Critical Thinking](#)
- Read Theory (to assess lexile levels)
- Relevant YouTube clips
- Khan Academy
- *Kahoot.com*
- www.swankmp.com (titles approved by supervisor)
- *Securely*
- *Google Classroom*

Additional Resources:

- Interactive Flat Panel links/ tools
- Markers, paint, pencils
- Audio / Visual Materials
- AP Vocabulary Workshop
- Webster’s New World College Dictionary (4th ed)

General Resources for Course

Texts/Literature:

- Literature: The American Experience by Prentice Hall (2010)
- The Crucible by Arthur Miller
- Riverside Readers Volumes 5,6,8
- *My Name is Margaret*: RRR 5 pg 29
- Selections from American Experience
- Bedford Reader: *The Process of Procuring Pleasant Dreams* (Step by Step pg. 251)
- “The Devil and Tom Walker” Washington Irving
- Moby Dick Herman Melville
- “Minister’s Black Veil” Nathaniel Hawthorne
- “The Fall of the House of Usher” Edgar Allan Poe (And movie)
- Selected Poetry from The American Experience

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- “Self-Reliance” Ralph Waldo Emerson
- “Walden Pond” Henry David Thoreau (And movie)
- Civil Disobedience Henry David Thoreau
- Riverside Reader 95) *MLK I Have A Dream* pg 455
- Riverside Reader (5) Mark Twain: *Two Views of the River* pg 164 Compare/Contrast
- “An Occurrence at Owl Creek Bridge” Ambrose Bierce
- “The Boys Ambition” Mark Twain
- “The Notorious Jumping Frog of Calaveras County” Mark Twain
- “The Story of an Hour” Kate Chopin
- Selected poems from The American Experience including the poetry of Emily Dickenson
- John Steinbeck The Grapes of Wrath
- To Kill a Mockingbird Harper Lee
- Great Gatsby F. Scott Fitzgerald
- “A Rose for Emily” William Faulkner
- “Chicago” Carl Sandburg
- Poetry of Robert Frost and other poetry selections.
- Riverside Reader: Shades of black pg 260
- Riverside Reader 8 (Gatsby) *A Chinaman’s Chance; Reflections on the American Dream* Cause/Effect
- Catcher in the Rye JD Salinger
- Death of a Salesman Arthur Miller
- The Car Gary Paulsen
- Visions Across America *Origins of Slang* by Woody Allen pg 404
- Onondaga: The Earth on Turtle's Back (pg. 20)
- Modoc: When Grizzlies Walked Upright (pg. 24)
- Navajo: from The Navajo Origin Legend (pg. 27)
- "Museum Indian"
- William Bradford's "Of Plymouth Plantation."
- Anne Bradstreet's "To My Dear and Loving Husband"
- "Huswifery" by Edward Taylor

Films:

- “The Crucible”
- “The Fall of the House of Usher”
- “Walden Pond”
- “To Kill a Mockingbird”
- “Great Gatsby”
- “Death of a Salesman”
- “Catcher in the Rye”

Suggested Links:

- Literature: The American Experience by Prentice Hall (2010) on-line resources and

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materials associated with this publication

- Pearson Essay Scorer
- [Improving Student Writing Through Critical Thinking](#)
- Read Theory (to assess lexile levels)
- Relevant YouTube clips
- Khan Academy
- *Kahoot.com*
- www.swankmp.com (titles approved by supervisor)
- *Securely*
- *Google Classroom*

Additional Resources:

- Interactive Flat Panel links/ tools
- Markers, paint, pencils
- Audio / Visual Materials
- [AP Vocabulary Workshop](#)
- [Webster's New World College Dictionary](#) (4th ed)

Suggested Inclusivity Materials and Resources:

- [ACLU- LGBTQ Youth & Schools Resource Library](#)
- [Teaching Tolerance](#): Middle School and High School Library Recommendations
- [GLSEN](#): Developing LGBTQ- Inclusive Classroom Resources
- [GLSEN](#): 2017 NJ School Climate Survey
- [Emerging America](#)
- [One archives foundation](#)
- [Trevor Project](#)
- [New Jersey Amistad Curriculum](#)
- [New Jersey Commission on Holocaust Education](#)
- [United States Holocaust Museum Educator Page](#)

Information Literacy:

- [Disinformation Portal](#)

Course Unit 5

Unit Title: New Voices and New Frontiers

Date/Duration: 6 Weeks

Alignment with New Jersey Student Learning Standards:

[New Jersey Student Learning Standards- ELA](#)

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

Use parallel structure.

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State Standard Adopted by PRSD: September 2024

- A. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - D. Use a colon to introduce a list or quotation.
 - E. Recognize spelling conventions.
- L.KL.9–10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9–10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.9–10.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
 - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Writing Domain

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Primary Interdisciplinary Connections:

[Alignment with New Jersey Student Learning Standards Social Studies:](#)

NJSLS for Social Studies 6.1 U.S. History: America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and

global communities.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity

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

NJSLS for Social Studies 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

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

NJSLS for Social Studies 6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

Alignment with New Jersey Learning Standards Visual and Performing Arts

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work

Supporting and Additional Standards:

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.1 Computer Science: This standard outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2 Design Thinking: This standard outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

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

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy: 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.

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice. The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

9.2 Career Awareness, Exploration, Preparation and Training: 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.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in

multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

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

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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

Diversity/Inclusivity/LGBTQ/Disabilities:

- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in this course.
- Always address and discuss whose voice is missing from readings and other materials used in class.
- Incorporate materials that include multiple perspectives that represent and reflect various groups of people including, members of the LGBTQ community and people with disabilities to teach tolerance and reflect the diversity of our student population.
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Make modifications to accommodate any students with specific needs, views and experiences.

Diversity, Equity, and Inclusion Standards

PRSD Revision: August 2024

BOE Approved (revision): August 2024

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NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

Diversity, Equity & Inclusion Standards & Resources

Climate Change Standards

Climate Change Standards & Resources

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- Cite strong and thorough textual evidence and make relevant connections.
- Construct explanatory texts which analyze and communicate complex topics or ideas.
- Draw inferences from a text.
- Analyze and explain the interaction and development of individuals, ideas, or events.
- Provide an objective summary of a text.
- Utilize context to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- Analyze how word choice and structure impacts effectiveness of an argument.
- Analyze how specific parts of a text's structure contribute to its overall meaning as well as its aesthetic impact.
- Distinguish between what is directly stated in a text versus what is implied (e.g., satire, sarcasm, irony, or understatement).
- Determine point of view or purpose.
- Analyze the impact of style and content of the effectiveness of a text.
- Integrate and evaluate textual and non-textual information to problem solve.
- Understand and analyze significant historical documents.

Meaning

Understandings:

Students will understand that:

- Americans grew more aware of other cultures.
- American and non-American places have dominated our thinking in recent years.
- Social and political events affected American writers in the first half of the twentieth century.
- Different time periods in American Lit breed different styles of speaking/ The Origin of Slang.
- That language is essential in establishing character and setting.

Essential Questions:

- What American places especially affected American life in the first half of the Twentieth Century?
- What non-American places especially affected American life in the first half of the twentieth century?
- How did these places show up in the work of modern American Writers?
- How does jargon or slang affect character and settling?

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State Standard Adopted by PRSD: September 2024

Acquisition	
Students will know... - Other cultures began influencing American thought. - American's needed to extend their knowledge beyond America. - The writing during the first half of the twentieth century was largely influenced by social and political events. - That culture can be identified through words, reading, writing and speaking.	Students will be able to... - Determine which places affected American life at the start of the new century. - Recognize how the rest of the world would influence American life at the turn of the century and onward. - Understand the importance of global thinking in American Literature - Recognize slang and defend it in context for understanding of character and setting.
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: - Projects - Class Discussion - Slang conversations and presentation - Group discussion - Essays - Written Tasks - Analogies	Other Evidence: - Reading Short Stories - Reading Novels - Journal Responses - Use slang and jargon correctly - Identify plot development/Theme - Student instruction - Locating and applying literary terms - Graphic Organizers - Public Speaking - Vocabulary - Mapping and Time-lines - Artistic Expression - Technology –PowerPoint- Harlem Renaissance Poetry - Examine use of Slang across the ages and in American History - Slang Writing Assignment. - Examination and identification of Theme and setting.
Formative Assessment: - Benchmark - Exit Tickets - Tracking Progress - Check Understanding - Responding to multiple choice and	Summative Assessment: Practice AP Activities

open-ended questions • Academic Prompts	
Alternative Assessments: • Portfolios • Student-Choice Project	Benchmark Assessment: • Link it Form C
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
Week 1: Introduction and Context Objective: Understand the historical context of American life in the first half of the 20th century and the impact of both American and non-American places. Introduction to Historical Context: - Lecture/Discussion: Overview of key American places and their influence (e.g., Harlem Renaissance, Great Depression, major American cities). - Overview of influential non-American places (e.g., European cultural influences, global events). Reading: "Visions Across America" (Woody Allen): Read and discuss the section on the origins of slang and how cultural and linguistic changes reflect broader societal shifts. Discussion: - How did American and non-American places shape life in the early 20th century? - What role did slang and jargon play in reflecting or influencing these cultural changes? Week 2: Exploring "The Catcher in the Rye" Objective: Examine how places and slang are portrayed in JD Salinger's <i>The Catcher in the Rye</i>. Reading Assignment: "The Catcher in the Rye" (JD Salinger): Read Chapters 1-10. Discussion: - Analyze the depiction of New York City in the novel and its influence on Holden Caulfield's experiences. - Explore how Holden's use of slang reflects his character and the era. Activity: - Group work: Identify and discuss key locations in New York City mentioned in the novel and their significance to Holden's story.	

Week 3: Exploring "Death of a Salesman"

Objective: Analyze how Arthur Miller's play depicts American life and places and their impact on characters.

1. Reading Assignment:

- "Death of a Salesman" (Arthur Miller): Read Act 1.

2. Discussion:

- Examine the setting of the Loman family's home and its reflection of post-war American society.
- Discuss how the American Dream is portrayed through the settings and characters.

3. Activity:

- Character Analysis: How does Miller use dialogue and slang to develop characters and themes?

Week 4: Exploring "The Car"

Objective: Investigate the influence of American places and experiences on Gary Paulsen's work.

1. Reading Assignment:

- "The Car" (Gary Paulsen): Read the text.

2. Discussion:

- Analyze how the settings in *The Car* reflect the American experience of the time.
- Explore how Paulsen's use of language and descriptions of places affect the story's mood and themes.

3. Activity:

- Comparative Analysis: Compare the influence of place in *The Car* with its depiction in the earlier texts.

Week 5: Integration and Comparative Analysis

Objective: Synthesize how different texts portray the influence of American and non-American places on characters and settings.

1. Discussion:

- Compare and contrast the portrayal of American places in *The Catcher in the Rye*, *Death of a Salesman*, and *The Car*.
- Discuss the influence of non-American places on these texts, if applicable.

2. Activity:

- Essay Writing: Write a comparative essay analyzing how the settings in the three texts reflect and affect the characters' lives and experiences.

3. Reading:

- Review key excerpts from all texts for context in the comparative essay.

Week 6: Slang, Jargon, and Character Development

Objective: Examine how jargon and slang influence character and setting in the texts.

1. Discussion:

- Analyze how slang and jargon in each text contribute to character development and setting.
- Discuss the impact of these language elements on the reader's understanding of the era and characters.

2. Activity:

- Group Presentation: Present findings on how slang and jargon shape characters and settings in one of the texts.

3. Wrap-Up:

- Review and synthesize key insights from the past six weeks.
- Final reflections on the influence of places and language in shaping American literature and life.

Recommended Modifications and Accommodations

IEP/504: Add Modifications/Accommodations as per Student's IEP/504

- Follow students' specific Individualized Education Plan and/or 504.
- Visual daily schedule
- Use of graphic organizers
- Work-in-progress check
- Use of hard copy of notes
- Provide study guides for assessments
- Allow for more time on assessments and assignments.
- Provide alternate assignments and retakes on assessments.

RTI Tier I, II, or III modification as per Action Plan:

- Tier I: Classroom- Instruction & Resources
 - One-One Conferencing
 - Content adjustments: chunking material, provide material based on reading level, provide vocabulary sheets, etc.
 - Use of Graphic Organizers/Guided Notes
 - Leveled Reading materials
 - Differentiated grouping: Example: small group instruction- ability, interest, choice
 - Differentiated instruction
 - Modeling
 - Check for understanding
 - [Differentiated Instruction Checklist](#)
- Tier 2: Targeted Interventions
 - Extended time and alternate assessment responses (oral/written)

PRSD Revision: August 2024

BOE Approved (revision): August 2024

BOE Annual Approval: August 2024

NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

- Parent contact
- Extra content materials
- Tier 3: Intensive Interventions and Comprehensive Evaluation
 - Individualized reward system or contract
 - Observation by school counselor

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Pre-teach target vocabulary
- Allow extra time for learning activities and assessments
- Modify learning activities and assessments using the WIDA Can-Do Descriptors:
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>
- Provide visual support, such as organizers, timelines, graphs, objects, illustrations, videos
- Use websites such as ReadWorks to provide texts appropriate for reading level
- Use alternate texts, such as ACCESS for ELLs (Math, Science, Social Studies)
- Use of primary language (L1) if possible/appropriate
- Create lessons using videos with subtitles in L1 and provide online notes and activities so student can easily translate
- Allow use of translation dictionary or online translator (Google Translate)
- Use a strong student as a “buddy/peer tutor” (does not necessarily have to speak the primary language)
- Assessments read aloud or accompanied by visuals and/or translated copies
- Make connections between home and school cultures

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

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BOE Approved (revision): August 2024

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NJ DOE Adopted: September 2024

State Standard Adopted by PRSD: September 2024

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Students at Risk of School Failure

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Communication logs

Specific Resources for Unit

Texts/Literature:

- Literature: The American Experience by Prentice Hall (2010)
- Catcher in the Rye JD Salinger
- Death of a Salesman Arthur Miller
- The Car Gary Paulsen
- Visions Across America *Origins of Slang* by Woody Allen pg 404

Films:

- "Death of a Salesman"
- "Catcher in the Rye"

Suggested Links:

- Literature: The American Experience by Prentice Hall (2010) on-line resources and materials associated with this publication
- Pearson Essay Scorer: Narrative, and Editorial
- [Improving Student Writing Through Critical Thinking](#)
- Read Theory (to assess lexile levels)
- Relevant YouTube clips
- Khan Academy
- *Kahoot.com*
- www.swankmp.com (titles approved by supervisor)
- *Securely*
- *Google Classroom*

Additional Resources:

- Interactive Flat Panel links/ tools
- Markers, paint, pencils
- Audio / Visual Materials
- AP Vocabulary Workshop
- Webster's New World College Dictionary (4th ed)

General Resources for Course

Texts/Literature:

- Literature: The American Experience by Prentice Hall (2010)
- The Crucible by Arthur Miller
- Riverside Readers Volumes 5,6,8
- *My Name is Margaret*: RRR 5 pg 29
- Selections from American Experience
- Bedford Reader: *The Process of Procuring Pleasant Dreams* (Step by Step pg. 251)
- “The Devil and Tom Walker” Washington Irving
- Moby Dick Herman Melville
- “Minister’s Black Veil” Nathaniel Hawthorne
- “The Fall of the House of Usher” Edgar Allan Poe (And movie)
- Selected Poetry from The American Experience
- “Self-Reliance” Ralph Waldo Emerson
- “Walden Pond” Henry David Thoreau (And movie)
- Civil Disobedience Henry David Thoreau
- Riverside Reader 95) *MLK I Have A Dream* pg 455
- Riverside Reader (5) Mark Twain: *Two Views of the River* pg 164 Compare/Contrast
- “An Occurrence at Owl Creek Bridge” Ambrose Bierce
- “The Boys Ambition” Mark Twain
- “The Notorious Jumping Frog of Calaveras County” Mark Twain
- “The Story of an Hour” Kate Chopin
- Selected poems from The American Experience including the poetry of Emily Dickenson
- John Steinbeck The Grapes of Wrath
- To Kill a Mockingbird Harper Lee
- Great Gatsby F. Scott Fitzgerald
- “A Rose for Emily” William Faulkner
- “Chicago” Carl Sandburg
- Poetry of Robert Frost and other poetry selections.
- Riverside Reader: *Shades of black* pg 260
- Riverside Reader 8 (Gatsby) *A Chinaman’s Chance; Reflections on the American Dream* Cause/Effect
- Catcher in the Rye JD Salinger
- Death of a Salesman Arthur Miller
- The Car Gary Paulsen
- Visions Across America *Origins of Slang* by Woody Allen pg 404

Films:

- “The Crucible”
- “The Fall of the House of Usher”
- “Walden Pond”
- “To Kill a Mockingbird”
- “Great Gatsby”

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- “Death of a Salesman”
- “Catcher in the Rye”

Suggested Links:

- Literature: The American Experience by Prentice Hall (2010) on-line resources and materials associated with this publication
- Pearson Essay Scorer
- [Improving Student Writing Through Critical Thinking](#)
- Read Theory (to assess lexile levels)
- Relevant YouTube clips
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Additional Resources:

- Interactive Flat Panel links/ tools
- Markers, paint, pencils
- Audio / Visual Materials
- AP Vocabulary Workshop
- Webster’s New World College Dictionary (4th ed)

Suggested Inclusivity Materials and Resources:

- [ACLU- LGBTQ Youth & Schools Resource Library](#)
- [Teaching Tolerance](#): Middle School and High School Library Recommendations
- [GLSEN](#): Developing LGBTQ- Inclusive Classroom Resources
- [GLSEN](#): 2017 NJ School Climate Survey
- [Emerging America](#)
- [One archives foundation](#)
- [Trevor Project](#)
- [New Jersey Amistad Curriculum](#)
- [New Jersey Commission on Holocaust Education](#)
- [United States Holocaust Museum Educator Page](#)

Information Literacy:

- [Disinformation Portal](#)

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