

ELA Advanced Communications

Academy Charter High School CURRICULUM GUIDE

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SCHOOL PHILOSOPHY AND MISSION:

As a child-centered school, Academy Charter High School is dedicated to providing a challenging, nurturing environment in which each child's social and academic potential is maximized. The students who graduate from ACHS will have the self-esteem, self-discipline, intellectual curiosity and critical thinking skills to maintain their status as lifelong learners.

PURPOSE AND VISION:

The purpose of the Academy Charter High School English-Language Arts (ELA) Curriculum Guide is to provide a blueprint for organizing instructional strategies, methodologies and activities that provide an opportunity for every child to meet and exceed the New Jersey Student Learning Standards. It will guide the implementation of the standards by specifying the design of instructional materials, curriculum and instructional strategies. The standards designate what to teach at specific grade levels, and this guide provides procedures and selected research-based approaches for implementing instruction to meet the diverse needs of the student population, including those with special learning needs and whose native language is other than English.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:

- Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
- Provide student outcomes that are developmentally appropriate and measurable
- Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
- Present the Key Elements of content and skills for the purpose of creating an environment of Enduring Understanding through
- Essential Questions and student-centered learning scenarios
- Provide resources of Best Practices from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:

- Exploration & Discovery
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning stations

The English Language Arts Literacy Curriculum Guide provides a balanced and comprehensive approach that focuses on:

- Explicit teaching of skills as a means of supporting mastery of standard English conventions, comprehension strategies and communication skills to cultivate competent learners
- Acquisition of literacy skills to support efficient readers, writers, speakers, listeners and viewers
- Engagement of students in activities that provide opportunities for students to participate in problem-solving using inquiry skills
- A variety of literary genres to create well rounded readers
- Differentiated instructional strategies to address diverse learning styles and needs
- Project-based, authentic learning activities
- Instructional practices delivered in meaningful contexts in order to enable students to preserve the learning for future use or transfer to other learning activities
- The use of technology as a tool for learning to develop 21st century learners
- Intentional, explicit and systematic instruction in fluency, comprehension, and vocabulary development

Content Area	English Language Arts - Advanced Communications
Interdisciplinary Connections	The updated curriculum documents reflect interdisciplinary connections. Activities, assessments and/or differentiation strategies were highlighted and coded the specific content area. (Interdisciplinary Connections)
Core Instructional Materials (including digital tools)	<i>12 Angry Men</i> and <i>A Midsummer Night's Dream</i> Specific supplemental instructional materials are located within each unit below. All students are also supplied with a Chromebook with internet access.
21st Century Themes and Skills	Students completing Advanced Communications will develop the following 21st Century Skills and Themes: Themes: - Global Awareness - Civic Literacy Skills: <u>Learning and Innovation Skills</u> Creativity and Innovation - Think creatively, work creatively with others Critical Thinking and Problem Solving - Reason effectively, use systems thinking, make judgments and decisions, solve problems Communication and Collaboration - Communicate clearly, collaborate with others <u>Information, Media and Technology Skills</u> Information Literacy - Access and evaluate information, use and manage information Media Literacy - Analyze media products ICT Literacy

	- Apply technology effectively <u>Life and Career Skills</u> <u>Flexibility and Adaptability</u> - Adapt to varied roles, job responsibilities, schedules and contexts - Be Flexible: Incorporate feedback effectively; deal positively with praise, setbacks, and criticism; understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments <u>Initiative and Self-Direction</u> - Manage goals and time, work independently, be self-directed learners <u>Social and Cross-Cultural Skills</u> - Interact effectively with others, work effectively in diverse teams <u>Productivity and Accountability</u> - Manage projects and produce results <u>Leadership and Responsibility</u> - Guide and lead others, be responsible to others
Career Readiness Practices and Standards	Students completing Advanced Communications will develop the following Career Readiness Practices and Standards: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

	9.1.12.A.3: Analyze the relationship between various careers and personal earning goals. 9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market. 9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions. 9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
Technology Standards: 8.1 Computer Science 8.2 Design Thinking	Upon completion, students will have developed the following NJSLs Computer Science and Design Thinking Standards: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena. 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. 8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment. 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
New Jersey Student Learning Standards (NJSLs)	<i>Language Domain 9-10</i> L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure.

	B. 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.
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- 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 9-10

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 9-10

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. 🌱
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	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. <i>Speaking and Listening Domain 9-10</i> 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.	
Pacing Guide	Unit	Timeframe

	1. Dystopian Literature and Literary Analysis	4-5 weeks
	2. US Laws and <i>12 Angry Men</i> / Argumentative Writing	3-4 weeks
	3. Japanese Internment and <i>Farewell to Manzanar</i> / Research and Informational Writing	3-5 weeks
	4. “Who Done it”/?/ Argumentative Writing	3-4 weeks
	5. <i>A Midsummer Night’s Dream</i>	3-5 weeks
Resource	Students in Resource English are exposed to texts that are the same or similar in content, but are scaled to students’ Lexile and comprehension levels. Texts may include, but aren’t limited to the adapted version of core texts and graphic novels of core texts. Additionally, students in Resource English may have a modified pacing guide to meet the needs of individual students.	
Benchmark Assessments	All students take standardized midterms and finals. Other assessments are indicated throughout the units of study.	

Unit 1: Dystopian Literature and Literary Analysis

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP1; CRP2; CRP4; CRP9; CRP11; CRP12; 9.1.12.A.5

NJSLS Technology: 8.1.12.A.3; 8.1.12.DA.1; 8.1.12.DA.5 ;8.1.12.AP.7

Interdisciplinary Connections: Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Dystopia and Utopia
- Writing to analyze literature
- Genre

Essential Questions:

- How is Dystopian Literature meant to teach/warn the reader about the future?
- How do authors infuse dystopian elements into a text?
- Which elements make a piece of literature “dystopian”?
- What is a utopia?
- How can I further develop my literary analysis skills?
- What is genre?

Enduring Understandings:

- Students will understand the significance of dystopian fiction.
- Students will understand that utopias are impossible
- Students will understand how to identify and analyze dystopian fiction
- Students will gain a deeper understanding of analyzing literature through a series of short and full-length essays

Dystopian Literature and Literary Analysis	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RL.IT.9–10.3 W.WR.9–10.5. W.SE.9–10.6
- Students will take guided notes on the elements of dystopian literature - Students will briefly review story and plot elements - Students will identify the meaning of genre and examine several different genres in film/literature - Students will research nuclear weapons in order to better understand the backstory of “There Will Come Soft Rains”	<u>Tier 1 Resources/Materials:</u> - Slideshow for elements of dystopian fiction - Slides/notes/videos for genre - Kahoot/Gimket to review plot and story elements - Directions for short research on Nuclear Weapons
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: RL.CR.9–10.1 RL.CI.9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.MF.9–10.6 SL.PE.9–10.1 W.RW.9–10.7
- Students will analyze multiple images for dystopian elements, writing down their analysis. - Students will read and annotate several short texts, looking for dystopian elements and themes. - Students will compare and contrast the film “2081” to Harrison Bergeron in order to analyze the limitations of film vs. text - Students will design their own “Home of the Future” - Students will compose several mini-essays in order to analyze and react to their readings	<u>Tier 2 Resources/Materials:</u> “There Will Come Soft Rains” by Ray Bradbury “Harrison Bergeron” by Kurt Vonnegut Jr. “The Ones Who Walk Away From Omelas” by Ursula K. Le Guin Movie “2081” (YouTube) - Directions for mini-essays - Directions for “Home of the Future Project”

Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.AW.9–10.1, A-E W.WP.9–10.4
Students will compose a full-length literary analysis essay using citations, MLA format, and a works cited from a choice of several prompts	<u>Tier 3 Resources/Materials:</u> Prompt and directions for final essay
STUDENT WORK PRODUCTS/ ASSESSMENTS: Notes, research on Nuclear Weapons, “Home of the Future” project, various mini-essays, final literary analysis essay	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Google Docs, Google Slides, Google Drawings, Internet Research

Unit 2:
US Laws and *12 Angry Men*/ Argumentative Writing

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.DA.1; 8.1.12.DA.5; 8.1.12.AP.7

Interdisciplinary Connections: Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

Approximate Time Frame: 3-4 weeks

Big Ideas:

- Racism
- Prejudice
- Restorative Justice
- Capital Punishment

Essential Questions:

- Is our judicial system fair?
- What is the role of a juror and how does one become a juror?
- Is capital punishment efficient and fair?
- Why does racism and prejudice exist?
- How do our court systems work and what rights are supposed to be granted to US citizens?

Enduring Understandings:

- Students will understand definitions of racism, prejudice, and reasonable doubt.
- Students will gain a better understanding of the US justice system
- Students will understand the parameters of the policy of capital punishment
- Students will understand the civic role of a juror in the United States

- Students will understand the Rights of the Accused and how it applies to the average citizen

READINGS OF THE PLAY <i>12 ANGRY MEN</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RI.CT.9–10.8
- Students will use a variety of print and video materials to research the Bill of Rights. - Students will take notes on basic elements of drama and theater - Students will learn legal vocabulary required to better understand the play	<u>Tier 1 Resources/Materials:</u> - Webquest packet (Rights of the Accused-teacher prepared) - Rule of Law slideshow (Google Drive) - Legal Vocabulary and Play structure Slideshow (Google Drive)
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: RL.TS.9–10.4 RL.CR.9–10.1 RI.CR.9–10.1 RL.MF.9–10.6
- Students will read, discuss, and reflect on relevant supreme court cases. - Students will compose impromptu responses to passages in the play. - Students will read, discuss, and view the play <i>12 Angry Men</i> in order to analyze evidence and begin to make a claim for their final essay. - Students will analyze characterization of the 12 jurors - Students will organize and analyze the evidence presented in the play - Students will compare and contrast the film version to the print version, including the differences between the 1957 and 1997 film	<u>Tier 2 Resources/Materials:</u> “Ten Supreme Court Cases Every Teen Should Know” - Analysis sheet for article (Google Drive) - Text- <i>12 Angry Men</i> by Reginald Rose <i>12 Angry Men</i> Activity Packet (evidence organizers, character analysis, etc.- Google Drive) <i>12 Angry Men</i> Film, 1957 and 1997
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.AW.9–10.1 RL.IT.9–10.3

• Students will characterize the jurors by casting them with modern celebrities and explaining why they chose certain actors for those roles • Students will compose an argumentative essay, making a claim about the guilt or innocence of the boy	<u>Tier 3 Resources/Materials:</u> • Choice board of casting activities • Directions and rubric for argumentative essay
STUDENT WORK PRODUCTS/ ASSESSMENTS: Analysis of Rights of the Accused and Supreme Court Cases, Evidence organizers and activity packet, impromptu writings, class discussion, final characterization project and argumentative essay	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Social Studies and Legal studies, use of Internet and suggested sources for legal documents, Google Slides for presentations, Google Docs for writings

Unit 3:
Japanese Internment/*Farewell to Manzanar*: Research and Informational Writing

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.DA.1; 8.1.12.AP.9; 8.1.12.AP.7

Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

Approximate Time Frame: 3-5 weeks

Big Ideas:

- Memoir
- History repeats itself
- Informational Writing
- History as literature

Essential Questions:

- How were Japanese American treated during WWII?
- Why were Japanese Americans regarded as the enemy?
- What does it mean to be American?
- How can I organize an informational essay?
- How do I find credible and scholarly sources?

Enduring Understandings:

- Students will understand how to choose a topic and subtopics.
- Students will understand the parts of a research paper.
- Students will understand how to organize a research/informational paper.
- Students will understand how to develop thesis statements.

- Students will understand how to find and cite appropriate sources.

PURPOSE OF A RESEARCH PAPER AND TOPICS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RI.CR.9–10.1 W.WR.9–10.5 W.SE.9–10.6
• Students will use a Webquest format to learn background information to <i>Farewell to Manzanar</i> by Jeanne Wakatsuki • Students will review research basics such as MLA citations, MLA works cited and Easybib.	<u>Tier 1 Resources/Materials:</u> • Japanese Internment Webquest with links to video/articles • Research basics review/ packet
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: RL.CR.9–10.1 RL.CI.9–10.2 SL.PE.9–10.1, A-D
• Students will read selections from <i>Farewell to Manzanar</i> • Students will use a variety of discussion techniques to discuss the events in the story. • Students will view the documentary <i>And Then They Came for Us</i> and discuss their reactions using the SIT strategy	<u>Tier 2 Resources/Materials:</u> • Text- <i>Farewell to Manzanar</i> by Jeanne Wakatsuki • SIT strategy • Resources for teaching Farewell to Manzanar
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.IW.9–10.2 W.WP.9–10.4 W.SE.9–10.6

Students will research a particular example of prejudice, genocide, or persecution of a group of people (choices will be given to help students narrow down their selection) and write an informational research paper (or Slideshow) using MLA format, citations, and works cited.	<u>Tier 3 Resources/Materials:</u> Directions, requirements, and rubric for project. Students will have a choice between a formal paper, an informational Slideshow with text or a documentary-style video. All three must still use citations and contain a works cited
STUDENT WORK PRODUCTS/ ASSESSMENTS: Japanese internment webquest, participation in discussions on readings and documentary, informational research project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Social studies; use of SIRS database, internet for research, Google Suites or video software for final project

Unit 4:
“Who Done It?”/ Argumentative Writing

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.DA.1; 8.1.12.DA.5; 8.1.12.AP.7

Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

Approximate Time Frame: 3-4 weeks

Big Ideas:

- Translating argument into real-life situations
- Primary and secondary sources

Essential Questions:

- How do prosecutors and defense attorneys use evidence to build a case?
- Is it possible to solve a century-old crime?
- How can I use images and diagrams to further my argument?
- How do ethos, pathos, and logos factor into real-life scenarios?

Enduring Understandings:

- Students will understand the difference between primary and secondary sources.
- Students will understand how to prepare a visual argument.
- Students will understand how public speaking skills can be used to successfully argue a case.

NARRATIVE LITERATURE: READING

RELEVANT RESOURCES/MATERIALS/CPIs

Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RI.CR.9–10.1 RI.CI.9–10.2 RI.PP.9–10.5
- Students will briefly review legal terms in preparation for building their cases. - Students will be presented with primary and secondary source material on Lizzie Borden and The Villisca Ax Murders in order to gather relevant information to build their cases	<u>Tier 1 Resources/Materials:</u> - Lizzie Borden documents (Google Drive but most come from this website) Lizzie Borden Documentary - Villisca Ax Murders activity packet (TPT packet -includes print and video links to both primary and secondary sources)
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: RI.IT.9–10.3 W.SE.9–10.6
Students will assess information on both cases using graphic organizers.	<u>Tier 2 Resources/Materials:</u> - Graphic organizers - Evidence charts
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.AW.9–10.1 W.WP.9–10.4 W.SE.9–10.6 SL.II.9–10.2 SL.PI.9–10.4 SL.UM.9–10.5 SL.AS.9–10.6
- Students will create a Slideshow putting together evidence in order to profess the guilt or innocence of Lizzie Borden - Students will present their Lizzie Borden cases to a “jury” using appropriate public speaking skills - Students will write an indictment for their suspect in the Villisca Ax Murders case	<u>Tier 3 Resources/Materials:</u> - Directions/rubric for Lizzie Borden Slides argument - Requirements and rubric for Lizzie Borden presentations Tips for writing an indictment Examples of Indictment

STUDENT WORK PRODUCTS/ ASSESSMENTS: Evidence charts and organizers, completed Lizzie Borden Case slides (including citations and works cited), final copy of Villisca Ax Murders Indictment	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Social studies (historical cases) Criminal Justice- internet for research and articles, Google Docs and Slides to prepare presentation and indictment
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Unit 5: <i>A Midsummer Night's Dream</i>	
21st Century Themes and Skills: Themes: Global Awareness, Civic Literacy Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)	
NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9	
NJSLS Technology: 8.1.12.DA.1;8.1.12.DA.5;8.1.12.AP.7	
Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)	
Approximate Time Frame: 3-5 weeks	
Big Ideas: - Shakespeare and Elizabethan England - Film and Cinematography - How to write a script	
Essential Questions: ● How do the themes of Shakespeare transfer to the modern day world? ● How can I understand Elizabethan English? ● How do directors use camera angles to add meanings in film? ● What is the proper format for a script?	

Enduring Understandings:

- Students will learn background information on Shakespeare and Elizabethan English
- Students will understand contributions made by Shakespeare to the English language
- Students will understand the classical definitions of comedy and tragedy
- Students will understand how to create their own script

<i>A Midsummer Night's Dream</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RI.CR.9–10.1 W.RW.9–10.7
• Students will read/view background information on the history of Shakespeare, Elizabethan England, and the theater • Students will identify vocabulary for cinematography and camera angles • Students will identify who is who in the cast and understand the basic plot of the play • Students will review indirect and direct characterization	<u>Tier 1 Resources/Materials:</u> • No Fear Shakespeare • Video Intro to Shakespeare • Shakespeare Webquest (Use this link to gather ideas for Websites) • Character organizer for play • Types of shots in film
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: RL.CR.9–10.1 RL.CI.9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.MF.9–10.6 SL.PE.9–10.1
• Students will interpret selections from the text and “translate” lines from Elizabethan to modern English • Students will read and analyze selections from the text as a group	<u>Tier 2 Resources/Materials:</u> • No Fear Shakespeare • Film <i>A Midsummer Night's Dream</i>- available on Amazon Video • Guided viewing packet (Google Drive)

Students will view the film and use a guided viewing sheet to analyze theme and cinematography within the play	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.NW.9–10.3
Students will compose and film or perform their own script—either based on <i>Midsummer</i>, changing it, or writing their own original script	<u>Tier 3 Resources/Materials:</u> - Directions and rubric for script - Directions and rubric for performance or filming
STUDENT WORK PRODUCTS/ ASSESSMENTS: Analysis/Evaluation of new sources	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for research of new sources and typing an evaluation of each

Differentiation/Accommodations/Modifications			
Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
<i>(content, process, product and learning environment)</i> Extension Activities Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history.	Modifications for Classroom Literature-Centered Language Development chapter. Instructional Supports: Hands-on materials -bilingual dictionaries -visual aids -teacher made adaptations, outlines, study guides	<i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i> Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Model skills / techniques to be mastered.	Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered.

Use of Higher Level Questioning Techniques Provide assessments that require higher level thinking Varied Lexile levels of reading Increased production in writing assignments Substituting written texts with project based learning Varying time requirements to complete assignments Student-directed learning/ independent studies Extension Activities Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history.	-varied leveled texts of the same content Modifications for Homework/ Assignments Preparing students for the lesson: • Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. • Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. • Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in English. • Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses.	Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Student may request books on tape / CD / digital media, as available and Varied Lexile levels of reading • Increased production in writing assignments • Substituting written texts with project based learning • Varying time requirements to complete assignments Student-directed learning/ independent studies appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments	Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments
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Use of Higher Level Questioning Techniques Provide assessments that require higher level thinking Flexible Grouping: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy Jigsaw Activities: http://www.adlit.org/strategies/22371/	• Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc Presenting the Lesson • Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. • Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication. • Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.	Provide regular parent/ school communication Teachers will check/sign student agenda daily Modifications for Homework and Assignments Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments. Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions	Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed.
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	• Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful. Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers Additional Resources CanDo Descriptors - https://www.wida.us/standards/CAN_DOs/ Colorin Colorado - http://www.colorincolorado.org/educators/ WIDA - https://www.wida.us/		Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.
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