

Unit 1: Early American Lit

Content Area: **English**
Course(s): **ENGLISH III**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.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.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.11-12.1.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.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.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.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and

audience.

LA.SL.11-12.5

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

LA.SL.11-12.6

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

Craft and Structure

Life Literacies & Key Skills

TECH.9.4.12.CI.1

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

TECH.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).

TECH.9.4.12.CI.3

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

TECH.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).

TECH.9.4.12.CT.2

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

Transfer Goals and Career Ready Practices

Knowledge of Language

Transfer Goals

Develop insight into the nature of language and the concept of culture and realize there are multiple ways of viewing the world

Career Readiness Practices (CRP)

TECH.9.4.12.CI.1

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

TECH.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).

TECH.9.4.12.CI.3

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

TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
TECH.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).

Concepts

Essential Questions

How do readers prepare for reading?

How can you organize information into meaningful written text?

How do socioeconomic differences create conflict?

How do the age, background and characterization of the narrator influence our perception and understanding?

How do we define vocabulary through context?

How does an author's personal experience influence their writing?

How does each step in the writing process build on each other and influence the end result?

What are the benefits of reading?

How are the tone and purpose portrayed in a text and how do they impact the understanding of the overall message?

How can specific events and societal shifts elicit different reactions or interpretations? (e.g. Dark Romanticism versus Transcendentalism)

How do the selections express the shared qualities of the voices and cultures in the Early American historical period?

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Understandings

Great works of literature help man to study, reveal and learn from our past trials and tribulations
There is no such thing as fiction; all authors use personal experiences to help give writing life.

Theme

Author's Purpose

Point of View

Tone

Mood

Critical Knowledge and Skills

Knowledge

Students will know:

How to utilize the writing process

How to identify elements of figurative language

How to identify theme

How to keep a double-entry journal

How to identify and interpret conflict within a given plot.

How to identify the essential elements of literature.

How to use MLA formatting correctly

Historical background

Dark Romanticism

Native American Cultural

Skills

Students will be able to:

- Decide on the cause and effect of conflict
- Predict characters' reactions to conflicts
- Apply reading strategies to assist with comprehension
- How to define and use new vocabulary words
- How to identify elements of figurative language.
- How to keep a double-entry journal.
- How to summarize.
- How to utilize the writing process.
- What a central idea is.
- How to read fluently with appropriate rhythm, flow, meter and pronunciation.
- Analyze how historical background influences authors, their point of view, and their purpose.
- Evaluate the impact of tone and mood on themes and central ideas.
- Identify themes and central ideas of texts.
- Identify tone and mood.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Classwork
- Completing and revising a rough draft
- Discussion and review questions
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets
- Tests/Quizzes

Writing exercises

Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

School Summative Assessment Plan

Compare and contrast essay

Double-Entry Journal

Summative Exams

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Assessment Close reading passages

Summative Explanatory Essay

Summative Persuasive Essay

Summative Narrative Writing

Primary Resources

“Importance of High School Junior Year”

Native American Myths

“The Sun Still Rises in the Same Sky”

“Fire”

The Earth on Turtle Back”

“Awi Usdi, The Little Deer”

"The Devil and Tom Walker"

"The Legend of Sleepy Hollow"

"Young Goodman Brown"

"The Tell Tale Heart"

Supplementary Resources

Additional outside Resources:

Readworks.org

Shmoop.com

[Audiobook](#)

[NearPod](#)

[Quizlet](#)

[YouTube](#)

[Guided Reading questions](#)

[Outlines](#)

[Double Entry Journal Examples](#)

[Personal Myth Rubric](#)

[Video Clips](#)

[Webquest](#)

[Commonlit](#)

[Jigsaw Graphic organizer](#)

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Use of translation dictionary and/or online resource for translations
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Tiered reading, if applicable.

- ❑ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ❑ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

Special Education Students (N.J.A.C.6A:8-3.1)

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ❑ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)
- ❑ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

Interdisciplinary Connections

MATH -

SCIENCE -the creation of the universe through Native American culture.

SOCIAL STUDIES - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain population views the world that does not come from their first language.

VISUAL/PERFORMING ARTS - Design personal myth

APPLIED TECHNOLOGY - Google Classroom, Google Read and Write

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Key Points to Focus on this year:

Theme, Author's Purpose, Point of View, Tone and Mood, socioeconomic differences create conflict, American Dream and how it influence people's motives and actions, how prejudice and superstition lead to injustice,

Reinforce- Good Healthy Paragraph Writing- Topic sentence, evidence, analysis and closing.

Reinforce annotating texts and determining author's purpose, Emphasis on finding the BEST textual evidence to support a claim and correctly citing it

Emphasis on literary analysis and comparing texts/media (characterization and theme)

Identifying figurative language

Reinforce the stages of the writing process

Rubric , Checklist, Google Read & Write

Literary Devices

Plot Diagram

***Throughout unit, students should complete targeted IXL skills from their recommendations in the diagnostic. At the end of the marking period, students should return to the diagnostic to update baseline scores.**

Unit 1

Week	Content	Assessments and Resources
1	<p>Intro to class;</p> <p>-Rules and procedures</p> <p>-Syllabus</p> <p>- "Importance of High School Junior Year" reading and writing to assess baseline data</p> <p>-IXL diagnostic</p>	<p>-Syllabus</p> <p>- "Importance of High School Junior Year"</p>

Native American Myths

- Guided Note Taking
- Myths intro (Moana Clip)
- “The Sun Still Rises in the Same Sky”

2-3

- Using Kahoot!, students will take a brief quiz consisting of questions taken from the U.S. Citizenship and Immigration Services’ naturalization test. Being that the curriculum follows a chronological survey of some of the more important works of literature, and being that we will be discussing how this literature reflects the values and ideals of our country both at the time that the literature was written and now, students will be asked to consider how well they are familiar with the history and culture of their country
- Exit Ticket: What is your reaction to how well or how poorly you did? Why? Please respond in four or five sentences.

-Guided Notes

-Moana Clip

Native American Myths

4-6

- “Fire”: Identify two characteristics of a Native American Myth and one value
- “The Earth on Turtle’s Back”: Double-entry journal focusing on the interaction between man and nature
- “Awi Usdi, The Little Deer”: Double entry journal focusing on the interaction between man and nature
- Wrap up: What role does nature fulfill in each myth? (graphic organizer)

-Double Entry
Journal Instructions

-Graphic Organizer

-Personal Myth
Directions / Rubric

7

- Write their own myth emphasizing a value they believe should be passed down (students will use characteristics of myth previously discussed)

Dark Romantics

-Guided Reading
Questions

8-9

Irving- "The Devil and Tom Walker"

Common Lit

Video/ audio

"Young Goodman Brown"

Quiz

Dark Romantics

"The Tell-Tale Heart"

Guided Reading
Questions

Audio/ video

Quiz

Unit 2: Early-Mid Twentieth Century American Literature

Content Area: **Language Arts**
Course(s): **Generic Course, WOOD I, ENGLISH I, ENGLISH III**
Time Period: **Marking Period 2**
Length: **8-10 weeks**
Status: **Published**

Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.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.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text,

	create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.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.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.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).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

CRPs

Career Readiness Practices (CRP)

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

TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).
TECH.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).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).

Concepts

Essential Questions

How do socioeconomic differences create conflict?

How do the age, background, and characterization of main characters influence our perception and understanding of the story?

How does the American Dream influence individual's motives and actions?

Understandings

- Characterization
- Theme

Critical Knowledge and Skills

Knowledge

Students will know:

How to utilize the writing process.

How to apply the meaning of literary terms.

How to paraphrase and summarize.

How to develop the vocabulary to aid comprehension.

How to reflect, analyze, and draw conclusions after reading texts.

How to evaluate claims and analyze motivations to verify the credibility of that point of view.

Characterization is developed through a character's actions, decisions, interactions with other characters, speech and thoughts.

Theme is a means of conveying an author's interpretation of his or her surroundings.

Skills

Students will be able to:

Analyze and evaluate choices made by a character in a reading

Apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict and set a purpose for reading

How to define and use new vocabulary words

Analyze character, language, and plot from their readings

Summarize

Utilize the writing process

Apply the writing process to write and observe

How to read fluently with appropriate rhythm, flow, meter and pronunciation

Interpret non-fictional literature from the writer's perspective

Make a connection between the author's background and their work

Make a connection with the text

Paraphrase and comprehend a given reading

Reflect on the point of view of writers from different cultures
Understand how to complete a reader's log
Understand the meaning of literary terms and be able to identify them within the story
Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions, and maps to answer questions

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Classwork

Completing and revising a rough draft

Analytical paragraphs

Presentations

Speeches

Discussion and review questions

Graphic Organizers

Guided Comprehension Questions

Intro and Exit Tickets

Tests/Quizzes

Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Google Forms

School Summative Assessment Plan

Guided Reading questions

Outlines

Historical Articles

Kahoot

Commonlit

Double Entry Journal Examples

Venn Diagram

Film Clips

Graphic Organizer

Primary Resources

The Great Gatsby

Supplementary Resources

Additional outside Resources:

Common lit

IXl

Kahoot

Quizlet

YouTube

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Use of translation dictionary and/or online resource for translations
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Tiered reading, if applicable.
- ☐ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)
- ☐ Use editing applications like Google Read and Write, Grammarly, and text-to-speech.

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES -

Describe how stereotyping and prejudice can lead to conflict, using examples from the past and the present.

This standard is applicable while reading “A Mason-Dixon Memory” which discusses racial inequalities and conflicts people of color had to face in the past and present.

Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

This standard is applicable while reading and discussing the plot of “A Mason-Dixon Memory”

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - **Refer to technology Integration above for examples of use of technology in the English Classroom

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Week	Content
	Introduction to The Great Gatsby
	<ul style="list-style-type: none">• Jazz Age picture walk and graphic organizer• Roaring 20’s activity focusing on differences in cultural and societal aspects of the decade.
1	<ul style="list-style-type: none">• Introduce the concept of the American Dream and discuss relevance to book.• Kahoot related to the 20• View scenes from the movie to introduce setting and characters
	Read chapter 1
	<ul style="list-style-type: none">• Guided reading activities/questions• Complete graphic organizer to review character roles and how they use the circumstances to improve their lives
2	<ul style="list-style-type: none">• Quiz on chapter 1• Watch scene from movie (chapter 1)• East Egg and West Egg- map activity (real/imagined)<ul style="list-style-type: none">○ Discuss old and new money in relation to map/Eggs.

- Valley of Ashes
- Read informational text to further investigate the societal and cultural differences between old and new money.
 - Venn diagram
 - <http://thegreatjaygatsby.blogspot.com/2010/06/east-egg-vs-west-egg.html>
- Revisit concept of old and new money
 - Questionnaire on personal spending habits with picture walk to determine placement between old/new.
 - Written response reflection
- Read chapter 2
 - Guided reading activities/questions
 - Continue graphic organizer to review character roles and how they use the circumstances to improve their lives.

3

- Quiz on chapter 2
- Watch scene from movie (chapter 2)
- Read chapter 3
 - Guided reading activities/questions
 - Continue graphic organizer to review character roles and how they use the circumstances to improve their lives.

4

- Watch scene from movie (chapter 3)
- View strong and weak examples of paragraph writing.
 - Discuss what a strong paragraph includes.
- Write a “Good Healthy Paragraph” using TEAM to explain how Gatsby’s party reflects the characteristics of new money using textual evidence.
 - Use guided reading and graphic organizers to assist.

- Read chapter 4 (skip first few pages- begin at 9 o'clock line from text)
 - Discuss new characters that are introduced
 - Guided reading activities

5

- Quiz on chapter 4
- Watch scene from movie (chapter 4)
- Character analysis activity to review main characters (characterization, biographical, etc.
- Read chapter 5
 - Guided reading activities

6

- Quiz on chapter 5
- Watch scene from movie (chapter 5)
- Create an artistic rendering that represents Daisy's internal conflict (mini-project)
- Summarize chapter 6 and view scenes from movie
- Prediction activity for chapter 7
- Read chapter 7 (1st half)

7

- Quiz on chapter 7 (1st half)
- Watch scene from movie (chapter 7 first half)
- Read chapter 7 (2nd half)
 - Complete graphic organizer that will be used for chapters 7-9 to prepare for essay.

- Watch scene from movie (chapter 7 second half)
- Watch chapter 8 and continue to complete graphic organizer from chapter 7.

8

- Introduce essay prompt and begin to complete outline (American Dream)

- Finish novel and continue graphic organizer planning for the essay.

- Finish outline for essay (American Dream)

- Write HABIT, TEAM, TEAM, RECAP, Works Cited

9-10

- Editing and revising checklist and rubric
- Google Read and Write to assist/teacher conferencing
- Submit final draft

Unit 3: Genres of Writing

Content Area: **Language Arts**
Course(s): **Generic Course, WOOD I, ENGLISH I, ENGLISH III**
Time Period: **Marking Period 3**
Length: **10-12 weeks**
Status: **Published**

Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.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.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor,

simile, and analogy to manage the complexity of the topic.

LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including

figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.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.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.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).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Transfer Goals and Career Ready Practices

Transfer Goals

The importance of accurately citing information within a research based documents and the consequences of plagiarism.

CRPs

Career Readiness Practices (CRP)

Concepts

Essential Questions

How are revisions essential for the completion of research-based documents?

How can I determine the validity of the resources I am gathering my information from?

How can I effectively gather data for a research-based project?

While working with my gathered data, how can I effectively write a research-based document?

How does an author convey purpose through use of narrative episodes in a text?

How can prejudice and superstition lead to injustice?

How does one synthesize information from a variety of sources?

How does an author convey purpose through use of narrative episodes in a text?

Understandings

Multiple revisions are necessary in order to produce a final product

Multiple sources must be used in order to gather sufficient and relevant data.

Paraphrasing and summarizing are key elements when preparing a research based document

Plagiarism is a serious and unacceptable way to reiterate gathered data.

Theme

Author's Purpose

Point of View

Research

Critical Knowledge and Skills

Knowledge

Students will know:

How to utilize the writing process.

How to write in MLA format.

How to access online databases.

How to determine the validity of websites and their information.

How to properly cite information within a research paper.

How to organize the components of a research paper (thesis, bibliography, work cited, citations, conclusion, etc).

How to organize their time within the research process..

How to employ revision strategies.

How to determine when to summarize and when to paraphrase.

That understanding an author's purpose requires critical reading.

How to compile and synthesize information from various resources to complete a research paper.

How to employ textual evidence to support a thesis statement.

That authors use fictional texts to reveal real-life truths.

That narratives can be used to convey author's purpose.

Skills

Students will be able to:

Analyze how author's use of subplot helps enhance understanding of author's purpose

Analyze how events experienced first-hand by the author impacts point of view

Analyze how works of a given time period reflect historical and ongoing social events and conditions

Complete a finalized research paper in the MLA format

Create or follow a well-organized outline

Determine how setting affects an individual's perspective

Distinguish between relevant and irrelevant information

Evaluate author's use of storytelling to convey real-life experiences

Gather and organize legitimate information

Organize research into a cohesive research paper

Properly cite information

Use textual evidence to support a point

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Classwork

Completing and revising a rough draft

Analytical paragraphs

Rubric

Peer Edit/Self-Edit Checklists

Graphic Organizers

Intro and Exit Tickets

Tests/Quizzes

Research Paper

School Summative Assessment Plan

Research Paper

Argumentative Essay

Primary Resources

Research Unit Packet

Supplementary Resources

Additional outside Resources:

Online databases

Various websites

Schmoop

YouTube videos

ProCon.Org

NewsEla

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

English Language Learners (N.J.A.C.6A:15)

At-Risk Students (N.J.A.C.6A:8-4.3c)

Special Education Students (N.J.A.C.6A:8-3.1)

Graphic Organizers

RAFT

Brainstorm web

Google Read and Write

YouTube videos

Smart Notebook file

Nearpod

Mixed Ability groups

Rubrics

Modeling

Choice in their research topic

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES -

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

These standards are applicable during this research unit because students need to learn reliable ways to gather information.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

****Refer to technology Integration above for examples of use of technology in the English Classroom**

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Key Points to Focus on this year:

- Revisit and reinforce building blocks of a story (plot diagram, characterization, etc.)
- Writing a “Good Healthy Paragraph” with TEAM, HABIT and RECAP acronyms
- Team paragraph formatting
- Emphasis on finding the BEST textual evidence to support a claim and correctly citing it
- Emphasis on literary analysis and comparing texts/media (characterization and theme)
- Identifying figurative language
- Grammar (reinforce sentence fragments, comma splices, run-on sentences)
- Reinforce the stages of the writing process
- Introduce poetry, comprehension strategies, and determining theme
- Reinforce annotating texts and determining author’s purpose

*Throughout unit, students should complete targeted IXL skills from their recommendations in the diagnostic. At the end of the marking period, students should return to the diagnostic to update baseline scores.

	Just Mercy	
	Chapters 1-2	
1	-Bryan Stevenson information/introduction (TedTalk, documentary, etc.)	
Theme	-Comparison between Nelson Mandela and Bryan Stevenson	-Kahoot
Author's Purpose	-Movie scene comparison regarding chapter two (catalyst for Stevenson's life work)	-Guided reading questions
Point of View	-Exit Ticket and discussion regarding chapter two as catalyst for Stevenson	-Organizer
	-Guided reading questions	
	-Organizer regarding misunderstandings that occur throughout reading	
	Just Mercy	
	Chapters 3, 5	
2	-Kahoot or similar "quiz" serving to establish context (informal check regarding students' background understanding of criminal law)	
Theme		-Guided reading questions
Literary Author's Purpose	-Research restitution laws in NJ activity (compare to other states)	-Film scenes
Point of View	-Video regarding connection to first-hand experience from the point of view of inmate (including prison time)	
	-Backgrounds and experiences shape outcomes/future; "walking in somebody else's shoes" activity	
	-Film version of Just Mercy	
3	Just Mercy	
Theme	Chapters 4, 6, 10, 12, 14 (these chapters do NOT focus on the primary narrative: they are subplots)	-Guided reading questions
Literary Author's Purpose	-Assigning cases from chapters 4, 6, 10, 12 for students to research (jigsaw style activity)	
Point of View	-Formal writing assessment regarding one of these chapters (how this chapter - even though it is a subplot - serves to	-Case jigsaw

	reinforce Stevenson's purpose)	
	-Video regarding coping techniques for dealing with trauma	
4		-Guided reading questions
Theme	Just Mercy	
	Chapters 7-8	-Scottsboro boys documentary
Literary Author's Purpose	-Mini research activity on wrongly convicted (using database of exonerated individuals)	Questions
Point of View	-EJI donor letter activity (or Gofundme page)	-Scripted trial
	Just Mercy	-Short writing assessment
	9, 11, 13 (possibly skip chapters 15-16)	-Research Packets
5		Packet I
Theme	To Kill a Mockingbird	Packet II
	Chapters 15-20 (dramatic version)	-Topic Choice
Literary Author's Purpose	-Students will take notes on chapters 15 and 16 focusing on characters actions and interactions. These notes will be used to compare the Scottsboro Boys with Tom Robinson's trial	-Double entry journals (packet I)
Point of View	-Show documentary	-Film scenes
	-Read scripted version	-Guided reading questions
	-Writing assignment where students compare Scottsboro boys to Tom Robinson	
	-Formative assessment/multi-paragraph writing assignment (essay) based on reading of Just Mercy regarding author's purpose and theme	
6		-Research databases (packet I)
Theme	-Discussion question about wrongfully convicted compensation	
Literary Author's Purpose	Research paper (juvenile criminal justice system)	-Thesis development (packet II)
Point of View	-Introduction of assignment and research process	-Annotated Bibliography (packet II)
	-Students will use introductory information to choose topic	
	-Students will complete double-entry journals to identify literary elements in novel	

7	Research paper	- Annotated Bibliography (packet II)
Theme	-Use the online databases to find sources	
Literary Author's Purpose	-Develop thesis based on double entry journals and research findings -Create outline to follow	- Thesis paragraph with thesis statement (packet II)
Point of View	-Develop annotated bibliography as sources are compiled	-Outline of essay (packet II)
8		
Theme	Research paper	- Essay Draft (packet II)
Literary Author's Purpose	-Complete annotated bibliography of sources to use in essay -Write introductory paragraph (including thesis statement)	- Peer Revision checklist
Point of View	-Begin writing body paragraphs of essay	(packet II)
9		
Theme	Research paper	
Literary Author's Purpose	-Continue writing body paragraphs of essay -Write concluding paragraph -Use peer revision checklist to revise and edit essay for final submission	-Summative research essay assesses understanding of research skills (rubric in packet II)
Point of View		
10		
Theme		
Literary Author's Purpose	Research paper - revisions, final draft due	-Summative research essay
Point of View		

Unit 4: Historical Influences

Content Area: **Language Arts**
Course(s): **Generic Course, WOOD I, ENGLISH I, ENGLISH III**
Time Period: **Marking Period 4**
Length: **10-12 weeks**
Status: **Published**

Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.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.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples

appropriate to the audience's knowledge of the topic.

LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support

analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.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.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence

and to add interest.

LA.SL.11-12.6

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

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.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).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.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).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will consider the impact history has on literature.

CRPs

Career Readiness Practices (CRP)

Concepts

Essential Questions

- How is society influenced and motivated by wealth?
- What impact does the American Dream have on individuals' motives and actions?
- What makes a person inherently good or inherently evil?
- How does war change the individual (self) and society?

Understandings

- Events in history influence literature.
- Authors use real life experiences as inspiration for their writing.
- Characters qualities vary from person to person, event to event, culture to culture, and past to present.
- The past is often a predictor of the future.
- Writing tone is dependent upon the given audience.

Critical Knowledge and Skills

Knowledge

Students will know:

- "The Great Gatsby" reflects the Jazz Age and the Roaring Twenties.
- "The Great Gatsby" was influenced by the events of the author's personal life.
- "The Things They Carried" reflects the attitude toward the Vietnam War
- "The Things They Carried" was inspired by real life events of the authors personal life.
- How themes enhance the writing and reflect the beliefs during this time period.
- Themes such as materialism, the death of the American Dream and one's ability or inability to live in the past are reflected throughout "The Great Gatsby"
- Vocabulary pertinent to the time period in which a work was written.

Skills

Students will be able to:

- Analyze how works of a given time period reflect historical and social events and conditions.
- Analyze the elements of setting and characterization to determine how characters influence the progression of plot and resolution of the conflict.
- Correctly define vocabulary words.
- Identify examples of figurative language in the novel.
- Identify supporting detail from the text.
- Identify the author's purpose in writing the novel.
- Maintain a double-entry notebook in order to analyze and interpret the text.
- Make connections between "The Great Gatsby" and the Jazz Age.
- Make connections between the author's background and his/her work
- Make connections between the novel and modern-day conflicts/inequalities.
- Make connections between the text and the film version.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Question literature through discussion.
- Understand the meaning of literary terms and be able to identify them throughout the novel.
- Write a letter from the perspective of a Vietnam soldier

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Quizzes
- Writing Prompts
- 10 Minute Timed Writing
- Reading Assessments
- Essays

Tests

School Summative Assessment Plan

- Letter from Vietnam

Essay

Primary Resources

- The Great Gatsby by F. Scott Fitzgerald
- “The Things They Carried” by Tim O’Brien
- “No Crime is a Crime Durin’ War” by Arthur E. Woodley Jr.
- 2012 Movie version of “The Great Gatsby”
- “Dear America: Letters Home From Vietnam” movie

Supplementary Resources

- Various YouTube videos (Vietnam documentaries, interviews with Gatsby cast)
- Schmoop
- Sparknotes
- Storyboard that
- 1920’s online web scavenger hunt
- Daisy’s Lullaby Rap
- Interviews with Tim O’Brien
- Portions of “My Super Sweet 16”

1920’s scavenger hunt

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

• Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt and Google Forms)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

- Audio Versions of novels
- Graphic Organizers
- Carousel
- Picture Walk
- Prezi
- RAFT
- Brainstorm web
- Google Read and Write
- YouTube videos
- Smart Notebook file
- Nearpod
- Mixed Ability groups
- Rubrics
- Modeling
- Choice in their essay topic
- Modified rubrics
- Checklists

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES -Trace how the American identity evolved over time.

Describe how culture is expressed through and influenced by the behavior of people These standards are applicable while reading and discussing themes connected to The Great Gatsby and the various cultures and identities of the characters.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

****Refer to technology Integration above for examples of use of technology in the English Classroom**

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Week 1:

Introduction to “The Great Gatsby”. Assess prior knowledge while students generate a list of anything they know about or associate with the time period.

History channel videos about the 1920’s inventions and famous people.

Timeline Activity scavenger hunt – Write down on important fact from each year in the decade.

Week 2:

Online scavenger hunt (huffenglish.com) – Students take notes on a graphic organizer.

Introduction to vocabulary in chapters 1-2

Venn Diagram of East Egg/West Egg

Anticipation Guide

Journal prompts

Setting map – students draw the setting of the novel and refer back to it throughout the reading of the novel.

Week 3:

Guided reading questions

Begin watching scenes from the 2012 movie version

Active reading strategies while doing independent reading

Visual representation of “American Dream” created by the students after reading the assigned article giving various definitions for the “American Dream”

Week 4:

Guided reading questions

Independent reading

Symbolism chart

Scenes from the 2012 movie version

Week 5:

Color Psychology activity using graphic organizers

Discuss themes using graphic organizer

American Dream chart – identify what each character’s American Dream was in the story

Begin brainstorming for an essay proving or disproving that character’s pursuit of the American Dream being successful or not

Writing Workshop

Week 6:

Writing Workshop with writing conferences

Self-edit/peer edit checklists

Review rubric

Week 7:

Grammar workshop (comma splices, sentence fragments, missing punctuation, run-on sentences). Students will be placed into stations on which errors were most prevalent in their essay writing. (DI)

Hand back essays and review errors with students. They will choose five errors they want to fix and rewrite them on a separate piece of paper.

Begin Background information and assessing prior knowledge about Vietnam. Word map activity. Think-Pair-Share

Week 8:

Watch scenes from “Two Weeks from Hell: Becoming a Green Beret” on Amazon Video. Discuss qualities of a soldier. Students will generate personality traits and other words they associate with being in a war.

Week 9:

Pre-reading activities. Venn Diagram on tangible vs. intangible after notes via GoogleSlides

Handout character chart – this will be useful throughout the reading of the novel. Students will jot down tangible and intangible things soldiers carry with them.

Journal prompts

Begin reading Chapter 1 of “The Things They Carried”

Reflection – What tangible/intangible things do the students carry with them? 15-min Timed Writing

Week 10:

Read, “No Crime is a Crime Durin’ War” – Students will take a short MC/open-ended assessment

Review answers with students

Review different types of conflict (man vs man, man vs self, man vs nature)

Read “Ambush” and “The Man I Killed” and have students take notes on the various types of conflict depicted in these stories

Journal Reflection – What do you think the hardest part about killing someone was for our narrator? (done via GoogleSlides)

Week 11:

Read “The Sweetheat of the Song Tra Bong”

Guided Reading Questions

*Final Exam REVIEW

Timed Writing activity

Section Title
