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## Washington Township School District English Curriculum

<b>Course Title:</b>	<b>English 12</b>
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<b>Grade Level(s):</b>	<b>12</b>
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Duration:	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>	
<b>Course Description:</b>	<p>Honors English 12 is an intense, progressive course for the self-motivated student who displays a high aptitude in English. Students are expected to read extensively, write coherently, discuss, argue, and evaluate established ideas and common beliefs on a variety of subjects. Extensive independent work, including reading assigned/independent texts and preparing for class discussions will be a major component of Honors English 12. The course incorporates a survey of British/World literature, supplementary novels and plays, assorted non-fiction works of various time periods and cultures, and an examination of other disciplines and multimedia. Students will be expected to compose analytical essays and a research paper. *Honors English 12 is designed to be rigorous in terms of pacing and expectations and requires considerable independent, out-of- class preparation for class activities.</p> <p>College Prep English 12 is designed to reinforce the necessary analytical, communicative, and writing skills that are required for students to fully participate, interact, and succeed in their college and career experiences. This course allows students to improve and master skills which emphasize critical thinking, analysis, interpretation, and evaluation. Students are expected to fully participate in class discussions and are responsible for assigned and independent reading, research, and writing outside of the classroom. Vocabulary as well as a review of language usage and proper grammar/writing skills is also addressed. Students will compose a variety of writing assignments, including essays, research papers, and narrative pieces.</p> <p>Resource English 12 is designed to offer support to students with special needs so that they can continue to strengthen reading and writing skills with assistance. Teachers use differentiated instruction and modified curriculum along with information from IEPs in order to develop an intense instructional plan. Students are expected to participate in a variety of ways (discussion, independent reading, research, and writing). Students will compose a variety of writings to demonstrate understanding of concepts.</p>					
<b>Grading Procedures:</b>	<b>Major 50%</b> <b>Minor: 35%</b> <b>Supportive: 15%</b>					
<b>Primary Resources:</b>	<a href="#">New Jersey Student Learning Standards</a> <a href="#">Grammar Guide</a> <b>Study Sync</b> <b>Newsela</b> <b>Unit Core Texts</b>					



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**CommonLit**  
**TurnItIn.com**

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

**Designed by:** Shera Jahn- Honors, Abby Molotsky- College Prep, Kevin MacNamara- Resource  
Revised By: Shera Jahn and Kevin MacNamara Summer 2020,  
Kathy Sandusky, Shera Jahn, and Kevin MacNamara Summer 2021  
Jennifer Wells Summer 2024

**Under the Direction of:** Melissa Barnett, ELA Department Supervisor

**Written: Summer 2019**

**Revised: Summer 2020,2021, Summer 2022, Summer 2024**

**BOE Approval: \_\_\_\_\_**



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## Launch Unit

*Writing Focus: Modes of Writing, Revision*

**Unit Description:** Effective writers and perceptive readers establish habits for reading, writing, revision, and collaboration. This unit introduces students to the various assignments, technology platforms, and the behavioral norms of English 12, thereby establishing clear expectations and enabling students to form necessary habits.

**Unit Duration: 2-3 Weeks (approximate)**

### Desired Results

**Standard(s):** This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 11-12.

**Note to teachers:** The most essential standards that provide the biggest leverage for student learning have been hand selected for the 2021-22 school year. These are referred to as “Power Standards” and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

	Power Standards	Secondary Standards
<a href="#">Writing</a>	W.SE.11–12.6	
<a href="#">Speaking and Listening</a>	SL.PE.11–12.1; SL.II.11–12.2	
<a href="#">Language</a>	L.SS.11–12.1	

#### Learning Targets:

**Students will** use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Students will** 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.

**Students will** 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.

**Students will** demonstrate command of the conventions of standard English grammar and usage when writing or speaking. This will include punctuation, capitalization and spelling.

#### Enduring Understandings:

*Students will understand...*

- ...how to communicate effectively across technology platforms.
- ...how to collaborate on writing, discussion, and other class-based activities in a hybrid or remote format.
- ...how to meet the expectations of English 12.

#### Essential Questions:

- How do I communicate effectively to my teachers and my peers?
- How do I collaborate on work across the various platforms we use in English 12?



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## Assessment Evidence

<b>Performance Task:</b> Analytical Writing Pre-Assessment Grammar Pre/Post Assessment	<b>Other Evidence:</b> Supportive Assignments
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**Benchmarks:**  
 Student portfolios will be used as a measure of progress towards mastery of grade-level standards. Portfolios can include summative writing assignment, short-answer analyses, journal entries, etc.

STAR Reading will also be administered during the launch unit as a baseline measure of grade level proficiency.

## Learning Plan

**Learning Activities:**

(The following are suggested activities in support of unit learning targets. Other activities in support of unit learning targets are possible.)

- Unit of Introduction: Essential Questions, Skills and Standards
  - Sample Activity: Present the [Schoology FAQ](#) and have students conduct a scavenger hunt for information found on the class Schoology Page.
  - Sample Activity: Present guidelines and conduct facilitated discussion (or video conference) using [Digital Etiquette](#).
- Writing
  - Sample Activity: Conduct assessment and revise based on comments using [Analytical Writing Pre-Assessment](#).
  - Sample Activity: Review conventions and have students send a sample email using [How to Write an Email](#).
- Sample Skill Mini-Lesson: Compose a sample email to the principal, peer-edit another student’s email, revise based on comments.
- Sample Introductory Mini-Lesson: Compose a “Get to Know Me” video modelled after teacher submission offering favorite Independent Reading texts, interests, lessons learned from previous year and hopes for this academic year.

**Instructional Resources:**

See [Toolbox of Digital Resources](#)



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## Sample Clarity Statements (What? Why? How?) (Posted Daily)

**What?** Communicating effectively in different contexts (e.g., in-person versus email).  
**Why?** One, to demonstrate and encourage respect from others. Two, each mode of communication – email, text, in-person conference – has different requirements to be effective, and effective communication is the only way to be heard and understood.  
**How?** Practice composing an email, collaborating on a document, and revising your writing.

**What?** Collaborating with your peers (and your teacher) on a piece of writing.  
**Why?** Others can see things in our writing that we often miss. By collaborating, we improve our writing more than if we work alone.  
**How?** Creating, sharing, and commenting on a Microsoft Word Document using OneDrive.

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Greater complexity in writing tasks, extra help provided only upon request.
<b>Struggling Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements, additional teacher assistance.
<b>English Language Learners</b>	Sheltered English Instruction, additional teacher assistance.
<b>Special Needs Learners</b>	Behavioral management plan, assistive technology, large print, printed notes, additional time for assignments, small group instruction, IEP/504/IRT requirements, additional teacher assistance

## Interdisciplinary Connections



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#### **Indicators:**

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### **Integration of 21<sup>st</sup> Century Skills**

#### **Indicators:**

##### *Creativity and Innovation*

Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. \* Develop, implement and communicate new ideas to others effectively.

##### *Social and Cross-Cultural Skills.*

Conduct themselves in a respectable, professional manner.

Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

##### *Productivity and Accountability*

Set and meet goals, even in the face of obstacles and competing pressures.

Prioritize, plan and manage work to achieve the intended result.

Demonstrate additional attributes associated with producing high quality products including the abilities to: work positively and ethically.

Manage time and projects effectively.

Participate actively, as well as be reliable and punctual.

Present oneself professionally and with proper etiquette.

Collaborate and cooperate effectively with teams.

Respect and appreciate team diversity.

Be accountable for results.

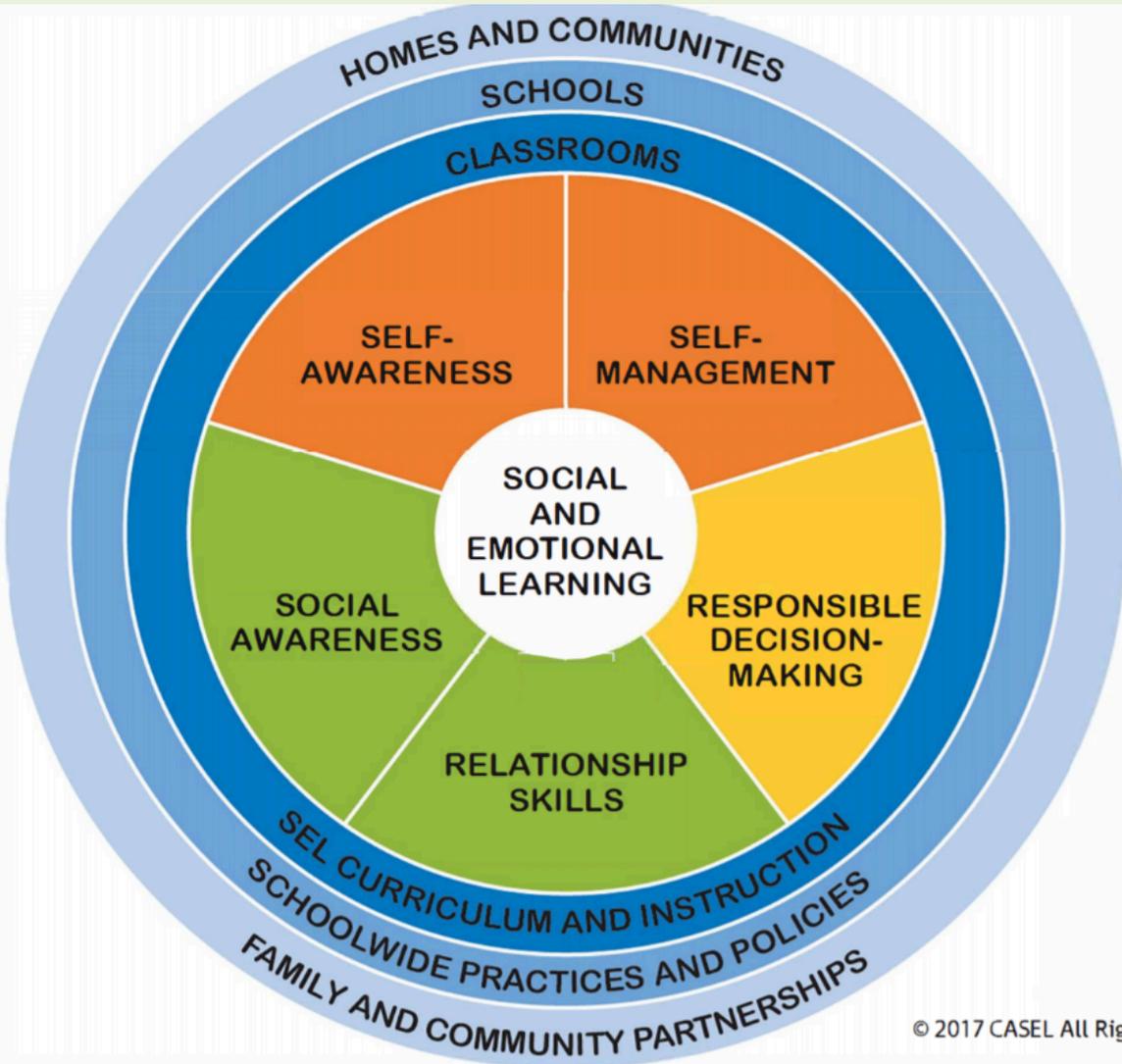


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## Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>



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## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



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## Unit Title: Journey and Transformations

**Mode of Writing:** Expository and/or Narrative, Literary Analysis

### Unit Description:

As students enter their last year of high school, they will be given the opportunity to answer the questions: What does it mean to be transformed and how has your journey shaped you into who you are? Students will study education from the Industrial Revolution to present day. They will examine, analyze, evaluate, demonstrate understanding of, and reflect on core texts, poems, and excerpts and will study the changes and trends and how race, socioeconomics, religion, etc. influence education. Students will then study The Hero's Journey and how heroes have shaped our society- from the Anglo-Saxon time period to current times.

Students will write their college application essay and argue as to what defines an educated person. Throughout this unit, students will participate in whole class activities, collaborative small group performance tasks, independent practice, and conferencing experiences to develop and demonstrate critical thinking, creativity, and mastery of grade level skills and standards. Students will also begin the process of literary analysis: creating a thesis, finding quotes to support their main ideas, and formatting proper citations.

Independent reading will be an integral component of the course to allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

**Unit Duration: One Semester (approximately 20 weeks)**

### Desired Results

**Standard(s):** This curriculum follows the [New Jersey Student Learning Standards for English Language Arts](#), grades 11-12. [Link to NJSL Standards Abbreviations](#)

**Note to teachers:** The most essential standards that provide the biggest leverage for student learning have been hand selected for the 2021-22 school year. These are referred to as "Power Standards" and should serve as your primary focus for crafting lessons, learning activities, and summative assessments.

#### POWER STANDARDS:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

- What? Students will be able to cite strong textual evidence and make connections to support their analysis of the text.
- Why? Supporting your analysis with quotes and connections to text strengthens your points.
- How? Successful support of your analysis.



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W.AW.11–12.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- What? Students will be able to support claims in an analysis of texts using reasoning and evidence.
- Why? Supporting your analysis with quotes and evidence from texts or outside research strengthens your points.
- How? Successful support of your analysis using evidence.

W.NW.11–12.3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- What? Students will be able to write narratives using effective techniques and well-chosen details.
- Why? A successful narrative can tell your story in the most effective way for your audience.
- How? Successful narrative in the college app essay.

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

- What? Students will be able to participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly.
- Why? Effectively supporting your point of view in discussions is a skill you will use your entire life.
- How? Effective collaboration and discussion with your peers.

L.KL.11–12.2. 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.

- What? Students will be able to apply knowledge of language to make effective choices for meaning and for style, and to comprehend more fully when reading or listening.
- Why? Understanding language in different contexts maximizes your ability to comprehend meanings and articulate your points.
- How? Successful comprehension of how language functions in different contexts.

	Power Standards	Supplemental Standards
<a href="#">Reading</a>	RL.CR.11–12.1; RL.CI.11–12.2	RL.IT.11–12.3; RL.MF.11–12.6; RI.AA.11–12.7
<a href="#">Writing</a>	W.AW.11–12.1 A-E; W.IW.11–12.2 A-E	W.WP.11–12.4; W.WR.11–12.5; W.SE.11–12.6; W.RW.11–12.7
<a href="#">Speaking and Listening</a>	SL.PE.11–12.1; SL.II.11–12.2; SL.ES.11–12.3	SL.PI.11–12.4; SL.UM.11–12.5; SL.AS.11–12.6
<a href="#">Language</a>	L.SS.11–12.1; L.KL.11–12.2	L.VL.11–12.3; L.VI.11–12.4



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**Students will** cite strong and thorough textual evidence and make relevant connections.

**Students will** support analysis of what the text says.

**Students will** draw inferences from the text, including determining where the text leaves matters uncertain.

**Students will** determine two or more themes or central ideas of a text.

**Students will** analyze the development of themes over the course of the text, including how they interact and build on one another to produce a complex account.

**Students will** provide an objective summary of the text.

**Students will** 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).

**Students will** 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).

**Students will** 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.

**Students will** determine where the text leaves matters uncertain.

**Students will** determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis.

**Students will** provide an objective summary of the text.

**Students will** determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.

**Students will** analyze how style and content contribute to the power, persuasiveness or beauty of the text.

**Students will** 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.

**Students will** write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Students will** 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.

**Students will** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Students will** 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).

**Students will** focus on addressing what is most significant for a specific purpose and audience.

**Students will** 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.

**Students will** conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.



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**Students will** narrow or broaden the inquiry when appropriate.

**Students will** synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Students will** gather relevant information from multiple authoritative print and digital sources.

**Students will** use advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience.

**Students will** 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).

**Students will** 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.

**Students will** integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally).

**Students will** evaluate the credibility and accuracy of each source.

**Students will** 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.

**Students will** present information, findings and supporting evidence clearly, concisely, and logically.

**Students will** determine the content, organization, development, and style are appropriate to task, purpose, and audience.

**Students will** 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.

**Students will** adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Students will** demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Students will** apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**Students will** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Students will** observe hyphenation conventions.

**Students will** spell correctly.

**Students will** 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.

**Students will** vary syntax for effect, apply an understanding of syntax to the study of complex texts.

**Students will** 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.



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**Students will** demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p><b>Understandings:</b></p> <p><i>Students will understand...</i></p> <p>...the function of narrative writing and how to write for a specific audience, specifically in the college app essay.</p> <p>...the function of informative/expository writing and how to write for a specific audience</p> <p>...how education shapes us into the people we are</p> <p>...how trends and cultural differences shape the educational systems</p> <p>...the history and future of educational systems in America and the world</p> <p>...parts of a hero's journey and how the idea of a hero has changed with time</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does it mean to be transformed?</li> <li>2. Who gets to decide the definition of 'education'?</li> <li>3. How does class, race, religion, socioeconomic status, etc. affect education?</li> <li>4. How has your experience in education shaped who you are?</li> <li>5. What is the purpose of narrative writing in our lives?</li> <li>6. What are the defining characteristics of a hero and a hero's journey?</li> <li>7. How do we compose an effective literary analysis that draws supportive evidence from the literature and outside sources?</li> <li>8. How do we think and reflect on our writing to improve upon it?</li> </ol>
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**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <p>Students will produce a college application essay in narrative or expository form.</p> <p>Students will write shorter writing assignments and argumentative responses, answering the question "What is an educated person?"</p> <p>Students will complete a simulated literary analysis task.</p>	<p><b>Other Evidence:</b></p> <p>Formative Assessments</p> <p>Supportive Assignments</p> <p>Short answer analyses</p> <p>Individual and collaborative participation in class discussion</p> <p>Writing conferences</p> <p>Independent reading conferences</p>
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Summative assessments in stages (to measure mastery of Power Standards)

## Learning Plan

### Learning Targets:

- Students will be able to complete a successful college application essay in which their voice and tone is appropriate for the audience.
- Students will examine their educational journey and how it has impacted them.
- Students will analyze the Hero's Journey and how heroes transform and how they have changed with the culture and time period.
- Students will be able to create a thesis for the purpose of literary analysis and identify quotes that support their main idea.

**PRIMARY SOURCES:** *Freedom Writers, Born A Crime, Educated, Beowulf*

### Learning Activities

Independent Reading/Conferencing - Ongoing

Vocabulary/Grammar - Ongoing

The following are suggested activities in support of unit learning targets. Other activities in support of unit learning targets will be determined by individual teachers.

### Sample Learning Activities:

**College Application Essay-** Brainstorm, Review Common Application questions, Review mentor texts, Write essays with monitoring and one on one assistance from teacher

**Expository Modeling/Mini Lessons:** Teacher will model useful brainstorming, outlining, and essay writing in order to have students better understand the importance of writing to for various audiences. Teacher will model writing and systematically confer with students throughout the writing process.



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**Freedom Writers-** Whole class and student led discussions about problems students face based on socioeconomic status, race, religion, family issues, etc. How has history repeated itself?

**Educated-** Self-directed research to develop a claim-based argument related to a point of interest from the core text. Ex. Mormonism, Bipolar Disorder, Social and Cultural conceptions related to educational belief systems

**Born A Crime-** Background self-directed research in groups on apartheid in South Africa which will allow a deeper understanding of author's background.

**Media Supplemental Lesson:** View and discuss various media in support of themes of unit. (Examples found below).

**Beowulf-**Anglo Saxon history, poetic devices, create a boast using model text from Beowulf, distinguish between Pagan and Christian symbols, practice annotating as a college readiness skill, identify the hero's journey and elements of an epic, examine the hero archetype

**Sir Gawain-** King Arthur time period and norms of society, identify ideals of a hero, elements of code of chivalry, and relate to modern society,

**I am the Messenger-** Examine the hero's journey in a modern text. Identify how archetypal heroes cross cultural and generational lines.

**Simulated Literary Analysis Task:** - Examine literature and create a thesis stating the point you want to prove, find and identify quotes that support your thesis. Write essays with monitoring and one on one assistance from teacher

### **Supplemental Texts and Activities**

**(Will be selected and determined by the teacher and appropriate course level. Extended Texts**

*The Freedom Writers* by Erin Gruwell\*

*Once and Future King* by T.H. White

*Educated: A Memoir* by Tara Westover\*

*Born A Crime* by Trevor Noah\*

*Beowulf*\*

*Sir Gawain and the Green Knight*\*

*Every Last Word* by Tamara Ireland Stone (ICS only)



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### **Novel Excerpts**

- Hard Times* excerpts by Charles Dickens (Honors, CP)
- Grendel* by John Gardner (Honors)

### **Video Clips**

- Rita Pierson "Every Child Needs a Champion" (All levels)\*
- Pink Floyd "Another Brick in the Wall" (All levels)\*
- Rick Rigsby "Lesson from a Third Grade Dropout" (All levels)\*
- "Do Grades Matter?" Buzzfeed video (All levels)
- "Why is School Important?" John Green video (All levels)\*
- Beowulf* film and audiobook (All levels)\*
- [Epic Hero Cycle clip](#) (All levels)\*

### **Poetry**

- "When I Heard the Learned Astronomer" Walt Whitman (Honors, CP)
- "The Tables Turned" William Wordsworth (Honors, CP)

### **Articles**

- John Gatto "The Six Lesson Schoolteacher" (Honors, CP)\*
- "Remedial Writing" short passage (All levels)\*
- "Zen and the Art of Burglary" Wu-tsu Fa-yen (All levels)\*
- Multiple Intelligences Survey (All levels) \*
- "The Warrior Culture" by Barbara Eisenreich (Honors, CP)\*

### **Films: Clips could be utilized during remote learning**

- Dead Poets Society* (excerpts) (All levels)
- The Man Without a Face* (All levels)
- Educating Rita* (CP)



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*Beowulf (All levels)*

**Honors Supplemental Materials:**

**Educated:** Discuss in Socratic seminars and examine how learning can occur in an unconventional setting, despite tremendous obstacles. This will be completed using whole group discussion, partner analysis, independent reading.

**I am the Messenger-** Examine the hero's journey in a modern text. Identify how archetypal heroes cross cultural and generational lines.

**Grendel:** Examine point of view and compare *Grendel* and *Beowulf*. Does point of view affect the feelings of the reader? Identify similar themes of *Grendel* and *Beowulf* and key quotes that attribute to overall tone and character growth.

**Resource Supplemental Materials:**

Teacher led analysis of *Freedom Writers*. Students will identify important events and people and make connections between these events and how they impact a student's education. Intersperse novel with video clips in order to enhance student comprehension. Writing: through brainstorming, students will explain the relationships between a moment in their lives, and how that moment has affected their education.

**Freedom Writers:** Teacher will have preselected diary entries to give students an overview of the text. Teacher will use video clips that will help students understand what was happening in personal lives that affected students at Wilson High.

**Born A Crime:** Examine how education occurs outside of a school environment and how stereotypes and racism affect educational opportunities.



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**Summative Assessments:**

- College App Essay
- Simulated Literary Analysis Task (Hero Archetype, Educated Person, etc.)
- Beowulf Boast or other writing sample

[UNIT ONE TOOLBOX](#)

**Unit 1 Toolkit**  
**(Whole Novels)**

[I am the Messenger text](#)

[Born a Crime](#)

[Beowulf Full Translation](#)

**Freedom Writers Activities**

[Freedom Writers Links \(1\)](#)

[Freedom Writer for Questions Hybrid](#)

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	Greater percentage of core and supplemental texts read independently, informational texts read to support core and supplemental texts of greater complexity and length, extra help provided only upon request.
<b>Struggling Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements, additional teacher assistance.
<b>English Language Learners</b>	Sheltered English Instruction, additional teacher assistance.



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<b>Special Needs Learners</b>	Behavioral management plan, assistive technology, large print, printed notes, additional time for assignments, small group instruction, IEP/504/IRT requirements, additional teacher assistance
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### Interdisciplinary Connections

**Indicators:**

Historical connections made between pieces of literature and culture surrounding it. (For example, examination of African culture and laws prior to reading *Born A Crime*; analyzing Anglo-Saxon culture and ideals of the time period, Analyzing global education (For example, how language barriers and socioeconomic status can impede the educational process).

Analyze educational statistics from across the world and compare to United States.

### Integration of 21<sup>st</sup> Century Skill

**Indicators:**

**Creativity and Innovation**

Use a wide range of idea creation techniques (such as brainstorming). Create new and worthwhile ideas (both incremental and radical concepts). Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. Develop, implement and communicate new ideas to others effectively. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work. Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

**Social and Cross-Cultural Skills**

Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

**Productivity and Accountability**

Set and meet goals, even in the face of obstacles and competing pressures. Prioritize, plan and manage work to achieve the intended result. Demonstrate additional attributes associated with producing high quality products including the abilities to: work positively and ethically. Manage time and projects effectively.

**Multi-task.**



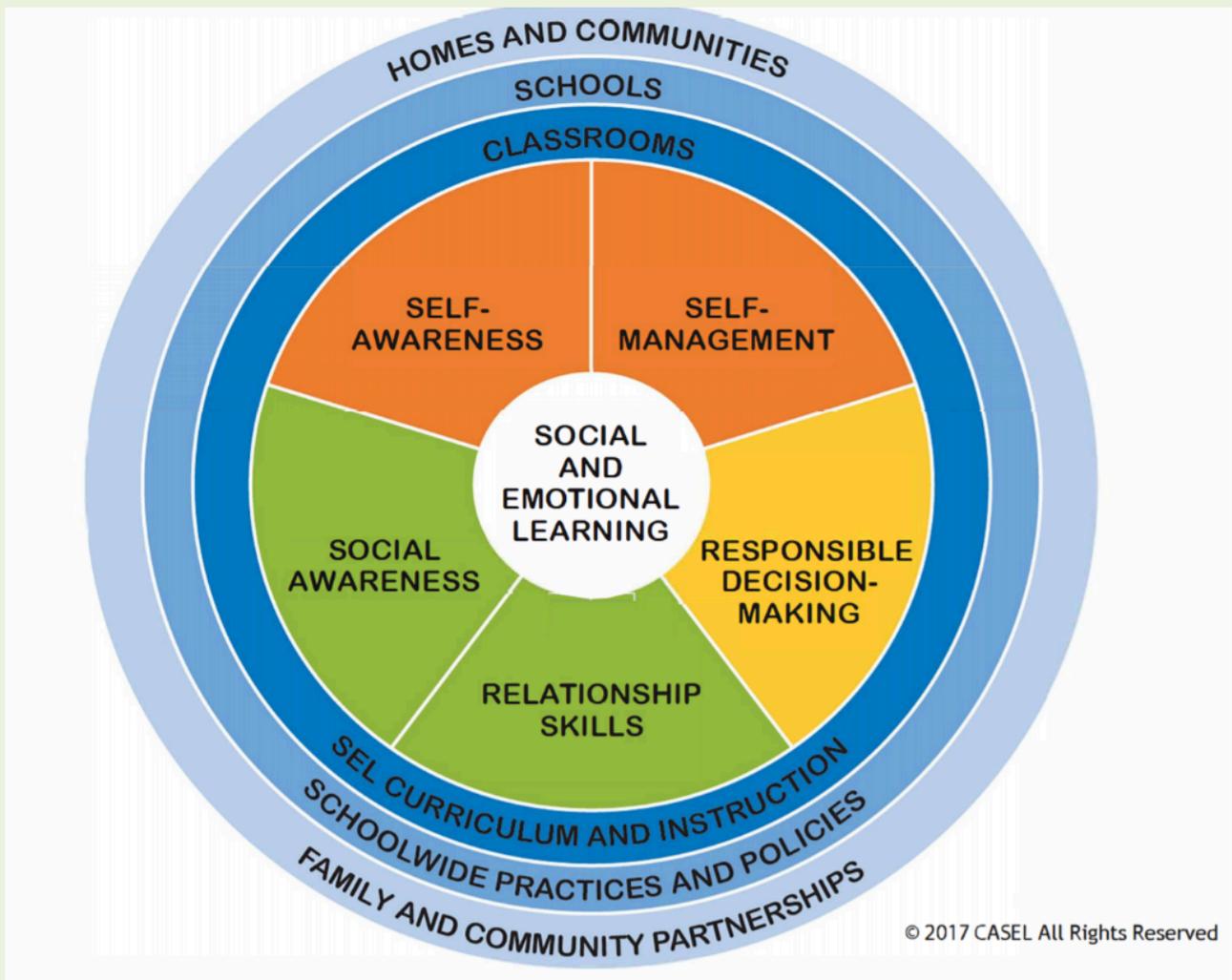
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Participate actively, as well as be reliable and punctual. Present oneself professionally and with proper etiquette. Collaborate and cooperate effectively with teams. Respect and appreciate team diversity. Be accountable for results.

## Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>





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## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY





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**Unit Title:** Ethics, Morality, Growth and Perspective  
**Mode of Writing:** Research based argumentation, Memoir writing

**Unit Description:**

We are all faced with ethical questions throughout our life. What role do free-will and fate play in our lives? Is mankind inherently good or bad? Does power corrupt? Are monsters created by society or are they within us? Students will examine, analyze, evaluate, demonstrate understanding of, and reflect on core texts, poems, and excerpts to think deeply about ethics and morality.

In this unit, students will examine a variety of texts that deal with the nature of man. They will examine societies in which dictators rule and dystopian characteristics are the norm. Students will go through the research paper writing process to create a simulated research task that will prepare them for college writing expectations.

Throughout this unit, students will participate in whole class activities, collaborative small group performance tasks, independent practice, and conferencing experiences to develop and demonstrate critical thinking, creativity, and mastery of grade level skills and standards.

Independent reading will be an integral component of the course to allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

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Graduation is a monumental steppingstone. Students are forced to begin looking ahead; inevitably, they will also look behind at their time at Washington Township. What and who has shaped your four years of high school? How different are you now as compared to your freshman year? How have you grown? Students will examine texts in which the protagonist learns from their journey.

Students will explore memoir writing. They will examine, analyze, evaluate, demonstrate understanding of, and reflect on core texts, poems, and excerpts and study character and individual growth.

Throughout this unit, students will participate in whole class activities, collaborative small group performance tasks, independent practice, and conferencing experiences to develop and demonstrate critical thinking, creativity, and mastery of grade level skills and standards.

Independent reading will continue to be emphasized in this unit as students prepare for post-secondary success and reflect on the importance of leading literate lives.

**Unit Duration:** 1 Semester (approximately 20 weeks)

**Desired Results**

**Standard(s):** This curriculum follows the New Jersey Student Learning Standards for English Language Arts, grades 11-12.



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**Indicators:**

	<b>Power Standards</b>	<b>Supplemental Standards</b>
<b>Reading</b>	RL.IT.11–12.3; RL.TS.11–12.4; RL.PP.11–12.5; RL.CT.11–12.8; RI.TS.11–12.4; RI.PP.11–12.5; RI.MF.11–12.6; RI.CT.11–12.8	RL.CR.11–12.1; RL.CI.11–12.2; RL.PP.11–12.5; RL.MF.11–12.6; RI.CR.11–12.1; RI.CI.11–12.2; RI.CT.11–12.8
<b>Writing</b>	W.IW.11–12.2.A-F; W.NW.11–12.3; W.RW.11–12.7	W.WP.11–12.4; W.WR.11–12.5; W.SE.11–12.6; W.RW.11–12.7
<b>Speaking and Listening</b>	SL.PE.11–12.1.A-D; SL.PI.11–12.4	SL.PI.11–12.4; SL.UM.11–12.5; SL.AS.11–12.6
<b>Language</b>	L.SS.11–12.1; L.KL.11–12.2. A-C	L.VL.11–12.3; L.VI.11–12.4

- Students will** cite strong and thorough textual evidence and make relevant connections.
- Students will** support analysis of what the text says.
- Students will** draw inferences from the text, including determining where the text leaves matters uncertain.
- Students will** determine two or more themes or central ideas of a text.
- Students will** analyze the development of themes over the course of the text, including how they interact and build on one another to produce a complex account.
- Students will** provide an objective summary of the text.
- Students will** 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).
- Students will** determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning.
- Students will** 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).
- Students will** 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.
- Students will** 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).
- Students will** 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).
- Students will** 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.
- Students will** determine where the text leaves matters uncertain.
- Students will** determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis.
- Students will** provide an objective summary of the text.
- Students will** 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).
- Students will** 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.
- Students will** determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective.
- Students will** analyze how style and content contribute to the power, persuasiveness or beauty of the text.
- Students will** 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.
- Students will** 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.
- Students will** gather relevant information from multiple authoritative print and digital sources.



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- Students will** use advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- Students will** 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).
- Students will** 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).
- Students will** focus on addressing what is most significant for a specific purpose and audience.
- Students will** 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.
- Students will** conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.
- Students will** narrow or broaden the inquiry when appropriate.
- Students will** synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Students will** analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- Students will** present information, findings and supporting evidence clearly, concisely, and logically.
- Students will** 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.
- Students will** present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- Students will** 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.
- Students will** 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.
- Students will** demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Students will** apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Students will** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Students will** observe hyphenation conventions.
- Students will** spell correctly.
- Students will** demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Understandings:**

*Students will understand...*

- ...the difference between fate and free will
- ...the facets of human nature and the theme of good vs, evil
- ...the importance of word choice on the impact of the reader
- ...the purpose of an effective thesis
- ...how to effectively use sources to support your thesis
- 
- ...the purpose and structure of memoir writing
- ...how the past can teach us and direct our path
- ...how to articulate the things we believe in
- ...how perspective plays a role in your specific journey

**Essential Questions:**

1. What does it mean to be ethical and moral?
  2. Who decides what is considered to be moral and ethical?
  3. How much of an impact does society have on our morality?
  4. Are humans inherently good or evil?
  5. What is the importance of research in preparation for college and the workforce?
  6. How does your reading identity inform your reading choices?
  7. How do we think and reflect on our writing to improve upon it?
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<p>...their individual growth as a student and person throughout high school</p>	<ol style="list-style-type: none"> <li>1. How has your past shaped who you are today?</li> <li>2. What do you believe in?</li> <li>3. Where are you going and how has your past prepared you?</li> <li>4. What role does reflection and memoir writing play in our life?</li> <li>5. How has your journey given you perspective?</li> <li>6. How does your reading identity inform your reading choices?</li> <li>7. How do we think and reflect on our writing to improve upon it?</li> </ol>
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### Assessment Evidence

<p><b>Performance Tasks:</b></p> <p>Students will produce a research-based paper that mirrors college and/or career writing experiences.</p> <p>Students will produce a memoir as their capstone writing project.</p> <p>End of unit assessment</p>	<p><b>Other Evidence:</b></p> <p>Book Clubs</p> <p>Summative Assessments</p> <p>Formative Assessments</p> <p>Supportive Assignments</p> <p>Short answer analyses</p> <p>Individual and collaborative participation in class discussion</p> <p>Writing conferences</p> <p>Independent reading conferences</p>
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**Benchmark**

STAR Reading will also be used as a measure of progress towards mastery of grade level standards.

### Learning Plan

**Learning Activities:**

**Independent Reading/Conferencing- Ongoing**  
**Vocabulary/Grammar- Ongoing**

The following are suggested activities in support of unit learning targets. Other activities in support of unit learning targets will be determined by individual teachers.)

**Sample Learning Activities:**

**Macbeth-** Survey of ethical questions to pique interests, Shakespeare WebQuest to gain information about the legendary author, trial for who is responsible for the death of Duncan: witches, Lady Macbeth, or Macbeth, examination of gender roles and stereotypes during the time period, acting out of the play and key scenes, watching key scenes and comparing to the play



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**Hamlet-** Introduction of the Elizabethan time periods and William Shakespeare. Examination of the themes of acting versus passivity. Acting out of the play and key scenes, watching key scenes and comparing to the play

**I am the Messenger-** Examine how fate vs. free will plays a role in the text and how the narrator makes conscious decisions to do what is right. Use Post-Its for key quotes and meaningful passages.

**Canterbury Tales-** Analyze characters from the Prologue and identify satire found within the text. Groupwork to present a pilgrim and relate them to a modern day character, Analysis of chosen tales from the text (ie: Wife of Bath or Pardoner's Tale).

**Lord of the Flies-** Discuss the ethical question of the nature of man-is man essentially good or evil? Trial of the main character. Discuss competition between physically dominant dictatorial leadership versus kindness and collaborative leadership.

**Simulated Research Task: Research Paper-** Read and review core texts and supplementary texts. Establish student baseline data with thesis statement writing, identify evidence within texts and practice supporting thesis statements. Write papers with teach modeling, mini lesson, monitoring, and one on one assistance/conferring.

**This I Believe-** Students will explore [thisibelieve.org](http://thisibelieve.org) and pick and analyze essays that are about themes that they connect with in their life. Students will articulate the things that they believe in and will compose an academic essay. Students may choose to create a video presentation, portraying their memories, beliefs, and growth throughout their life to present to the class.

**The Last Lecture-** View Oprah Winfrey interview clip as anticipatory set, Students will read chapters about the lessons Randy Pausch learned from various obstacles and "brick walls" and identify their own brick walls and what they have learned from them.

**I am the Messenger-** Examine how fate vs. free will plays a role in the text and how the narrator makes conscious decisions to do what is right. Use Post-Its for key quotes and meaningful passages.

**Curious Incident of Dog in the Night-** Trace character growth of Christopher, Understand Autism Spectrum Disorder and the challenges people face, analyze how people of all abilities grow and learn from events in their life.

### **Supplemental Texts and Activities**

*(Texts and related activities will be selected and determined by individual teacher and aligned to the correlated course level.)*

#### **Novels (Whole class texts and/or book club)**

*Macbeth* by William Shakespeare (CP, Honors)

*Hamlet* by William Shakespeare

*Canterbury Tales* by Geoffrey Chaucer

*Lord of the Flies* by William Golding

*Jekyll and Hyde* (Honors, CP)

*A Man for all Seasons* (Honors, CP)

*I Am The Messenger* (All levels)

*Brave New World* (Honors, CP)

*1984* (Honors, CP)

*This I Believe* by Jay Allison (All levels)

*The Last Lecture* by Randy Pausch (All levels)

*The Curious Incident of Dog in the Night* by Mark Haddon (CP and Honors)



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*It's Kind of a Funny Story* by Ned Vizzini (CP and Honors)  
*The Merry Spinster* by Mallory Ortberg (Honors)  
*The Hate U Give* by Angie Thomas (CP and Honors)  
*I am the Messenger* by Markus Zusak (All levels)

#### **Videos**

[Mom of Autistic Child \(Youtube\)](#) (All levels)  
[Randy Pausch Oprah Interview](#) (interview)  
[Though the Eyes of Autism](#) (All Levels)  
[Rick Rigsby "Lesson from a Third Grade Dropout"](#) (All levels)

[Matthew McConaughey University of Houston Speech](#) (All levels)

[The Danger of One Story](#) (All levels)

[This Is Why You Don't Succeed - Simon Sinek on The Millennial Generation](#) (All levels)

[Simon Sinek: CHANGE YOUR FUTURE - Life Changing Motivational Speech](#) (All Levels)

#### **Articles**

"A Modest Proposal" Jonathan Swift (Honors, CP)  
"Dover Beach" Matthew Arnold (Honors, CP)  
[Six Reasons Why Shakespeare Remains Relevant](#) (All levels)  
[Why You Should Read Macbeth](#) (All levels)  
Chapters from *Outliers* by Malcolm Gladwell  
Thisibelieve.org essays

#### **Poetry**

"The Tyger and the Lamb" William Blake (Honors, CP)  
"The Child by Tiger" Thomas Wolfe (Honors, CP)  
"Ode on a Grecian Urn" John Keats (Honors, CP)  
Various teacher selected sonnets and poems  
"Symptoms of Love" by Robert Graves  
"Our Other Sister" by Jeffrey Harrison  
"To James" by Frank Horne  
"The Portrait" by Stanley Kunitz  
"A Dream Deferred" and "Mother to Son" by Langston Hughes  
"Sidekicks" by Ronald Koertge  
"Lines" by Martha Collins  
"We Real Cool" by Gwendolyn Brooks  
"Shooting Basketballs at Dusk" by Michael McFee  
"Rain" by Naomi Shihab Nye  
"Poetry Should Ride the Bus" by Ruth Forman  
"The Butterfly" by Pavel Friedman  
"Introduction to Poetry" by Billy Collins  
"The Summer I was Sixteen" by Geraldine Connolly  
"Radio" by Laurel Blossom  
"Did I Miss Anything?" by Tom Wayman



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“Shall I Compare Thee to a Summer’s Day” by William Shakespeare  
“Still I Rise” by Maya Angelou  
“Fat is Not a Fairy Tale” by Jane Yolen

**Additional Texts**

[\*A Treasury of Royal Scandals: The Shocking True Stories of History's Wickedest, Weirdest, Most Wanton Kings, Queens, Tsars, Popes, and Emperors\*](#) (All levels)  
*Frankenstein* graphic novel (CP and Resource)  
*Macbeth* graphic novel (CP and Resource)

**Honors Supplemental Materials:**

*Frankenstein*: Analyze Shelley’s writing for tone and the point of view of Victor and the monster. Examine the ideals of beauty in our society and who is actually the monster in the text? Draw parallels between modern science and the book.  
*Jekyll and Hyde*: Examine the duality of human nature and what creates monsters within us.  
*The Merry Spinster*-Students will independently read this twist on classical fairytales and will examine the emotional clarity that each character gains through the psychological toils they face.  
*Sailing to Byzantium* by W. B. Yeats- This poem address learning though life, especially adolescence, and reflecting on life at the end of the journey.  
Various classic ballads and sonnets that illustrate the theme of growth.

\*\*If time allows, Honors students will read more than one of the above Book Club choices.

**Resource Supplemental Materials:**

Teacher led analysis of *I am the Messenger*. Teacher will use questioning in order for students to understand how the main character, Ed, decides whether or not to do the right thing while on his journey of self-discovery. Students will also find appropriate quotes that will be able to support a thesis throughout the reading of the novel. When completed, students will have the option of writing a literary analysis paper or completing a one pager in order to demonstrate understanding of reading. Instruction should be broken into chunks in order to help students with understanding.

**This I Believe**: In this unit, teacher in encouraged to choose a theme to discuss. Once that theme is decided on, teacher will model how to use essay/media in order to analyze the theme. Students will then be able to use the modeled version as a guide to use when researching and discussing their own theme.

**Memoir Writing**: Students will use examples from thisibelieve.org as well as past student works in order to create the memoir. This is a less structured piece of narrative writing that will allow students to pass on lessons learned.

**Unit Learning Goal and Scale**  
*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):**

**RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).**

**4.0** Students will be able to:



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	<ul style="list-style-type: none"> <li>Independently 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).</li> </ul>
<b>3.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama with assistance. (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> </ul>
<b>2.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>identify elements of the story and interpret the author's purpose.</li> </ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Standard(s):**  
**W.SE.11–12.6. 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).**

<b>4.0</b>	Students will be able to: Independently 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).
<b>3.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>Gather relevant print and digital sources and assess the strengths of each source.</li> </ul>
<b>2.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>Gather relevant print and digital sources and assess the strengths of each source with assistance.</li> </ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Greater percentage of core and supplemental texts read independently, informational texts read to support core and supplemental texts of greater complexity and length, extra help provided only upon request.
<b>Struggling Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements, additional teacher assistance.
<b>English Language Learners</b>	Sheltered English Instruction, additional teacher assistance.
<b>Special Needs Learners</b>	Behavioral management plan, assistive technology, large print, printed notes, additional time for assignments, small group instruction, IEP/504/IRT requirements, additional teacher assistance



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## Interdisciplinary Connections

### Indicators:

Historical connections made between pieces of literature and culture surrounding it. (For example, reading about and discussing medieval culture prior to reading *Macbeth* or *Hamlet*.) Researching Shakespeare as an author and a historic figure. Examining time periods and characters that each culture produced and the common archetypes throughout.

Scientific connections and analysis of articles about what is right versus what is possible.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

#### **Creativity and Innovation**

Use a wide range of idea creation techniques (such as brainstorming). Create new and worthwhile ideas (both incremental and radical concepts). Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. Develop, implement and communicate new ideas to others effectively. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work. Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

#### **Social and Cross-Cultural Skills**

Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

#### **Productivity and Accountability**

Set and meet goals, even in the face of obstacles and competing pressures. Prioritize, plan and manage work to achieve the intended result. Demonstrate additional attributes associated with producing high quality products including the abilities to: work positively and ethically. Manage time and projects effectively.

#### **Multi-task.**

Participate actively, as well as be reliable and punctual. Present oneself professionally and with proper etiquette. Collaborate and cooperate effectively with teams. Respect and appreciate team diversity. Be accountable for results.

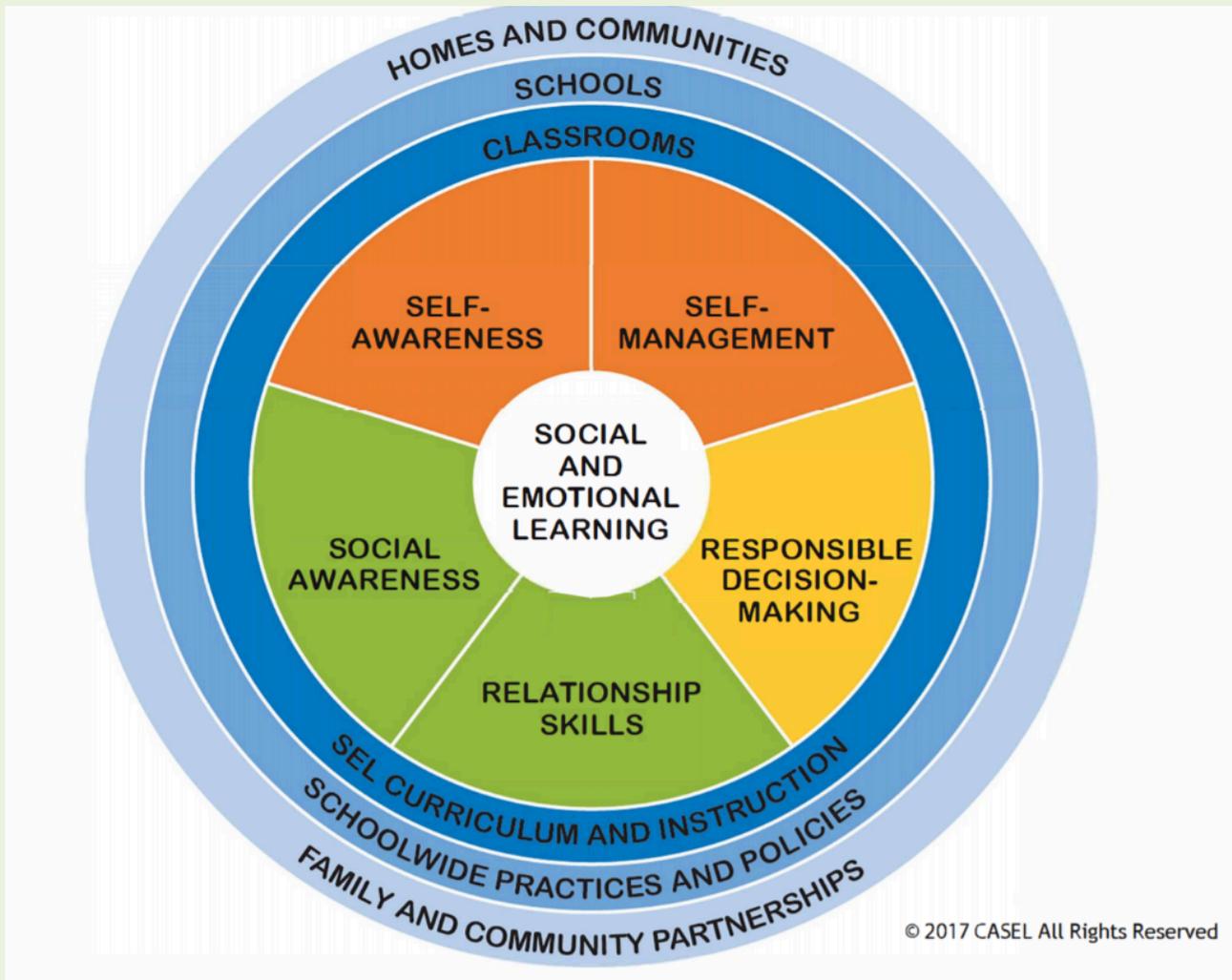


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## Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>





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## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



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