



Washington Township School District



The mission of the Washington Township Public Schools will promote a safe, inclusive environment that embraces differences and provides varied experiences to help *all* students build an academic foundation that will develop critical thinking skills, interpersonal skills, social and emotional intelligence, and the confidence to be ethical, responsible, and productive citizens in a global society.

Course Title:	English 11
Grade Level(s):	11

Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Level Description:	<p>The English Department of Washington Township High School strives to equip students with critical skills to lead literate lives and communicate effectively as engaged citizens in our ever-evolving society. The New Jersey Student Learning Standards for English Language Arts form the foundation by which we create and implement our instructional goals and objectives for learning. English 11 utilizes a Reading/Writing Workshop approach. Students will engage in a variety of 21st century learning experiences as they work towards mastering skills as readers, writers, speakers, and listeners. In addition to course instructional texts, independent reading selections offer students choice while building stamina, personal knowledge, and confidence to become enthusiastic lifelong readers.</p> <p>Honors English 11 is an <i>intense, progressive</i> course for the self-motivated student who displays a high aptitude in English. This course requires students to read, write, and think critically through the study of universal themes in American literature, nonfiction texts, and related media. Selected reading will be explored through a thematic lens that includes a study of the historical and social context of the literature. There will also be an emphasis on students' continued development as independent readers. In addition, students will study both academic and contextual vocabulary with a focus on independent acquisition. Students will be expected to write in a variety of modes (narrative, argumentative/research, literary analysis, expository, etc.). Various forms of assessments will be utilized to measure student's academic growth and mastery of grade level skills.</p> <p>*Honors English 11 is designed to be rigorous in terms of pacing and expectations and requires considerable independent, out-of-class preparation for class activities.</p> <p>CP English 11 is a course that encourages and supports students to read, write, and think critically through the study of universal themes in American literature, nonfiction texts, and related media. Selected reading will be explored through a thematic lens that includes a study of the historical and social context of the literature. There will also be an emphasis on students' continued development as independent readers. In addition, students will study both academic and contextual vocabulary with a focus on independent acquisition. Students will be expected to write in a variety of modes (narrative, argumentative/research, literary analysis, expository, etc.). Various forms of assessments will be utilized to measure student's academic growth and mastery of grade level skills.</p>					
Grading Procedures:	See Department Framework and Guidelines					

Primary Resources:

Core Texts
Supplementary Pieces
StudySync McGraw-Hill Education (through Classlink)
NewsELA (through Classlink)
[Vocabulary.com](https://www.vocabulary.com)
IXL (through Classlink)
No Red Ink (through Classlink)
TurnItIn.com (through Classlink or Schoology)
[Formative.com](https://www.formative.com)
Nearpod (through Classlink or Schoology)
[BetterLesson](https://www.betterlesson.com)
[CommonLit](https://www.commonlit.org)
[Read Write Think](https://www.readwritethink.org)
[NJ Student Learning Standards for English Language Arts](https://www.nj.gov/education/standards-for-english-language-arts)
[IMC Resources](https://www.imcresources.com) for research

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 21st century skills for College and Career Readiness in a global society

Designed by:

Melissa Leskie and Melissa Natanni

Under the Direction of:

Melissa Barnett, Supervisor

Written: Summer 2019

Revised: Summer 2021 (Abby Molotsky, Melissa Leskie, Melissa Natanni), August 2022

BOE Approval: August 2019

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 11, 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 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
Writing	W.11-12.6	
Speaking and Listening	SL 11.1; SL11.2	
Language	NJSLA.L1. And NJSLA 11-12.6	

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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 11.

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 11?

Assessment Evidence

Performance Task:

Grammar Diagnostic Test (pre/post)
 Summer Reading Assignment
 Group collaboration (summer reading/ice breakers)
 Conferences (teacher conferences)

Other Evidence:

Supportive Assignments
 Writing an email
 Discussion board post
 IXL
 StudySync
 Vocabulary.com

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 [Schoolology FAQ](#) and have students conduct a scavenger hunt for information found on the class Schoolology 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 for Launch and Unit 1](#)

Sample Clarity Statements (What? Why? How?)

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

Advanced Learners	Greater complexity in writing tasks, extra help provided only upon request.
Struggling Learners	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.
English Language Learners	Sheltered English Instruction, additional teacher assistance.
Special Needs Learners	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

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 21st 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.

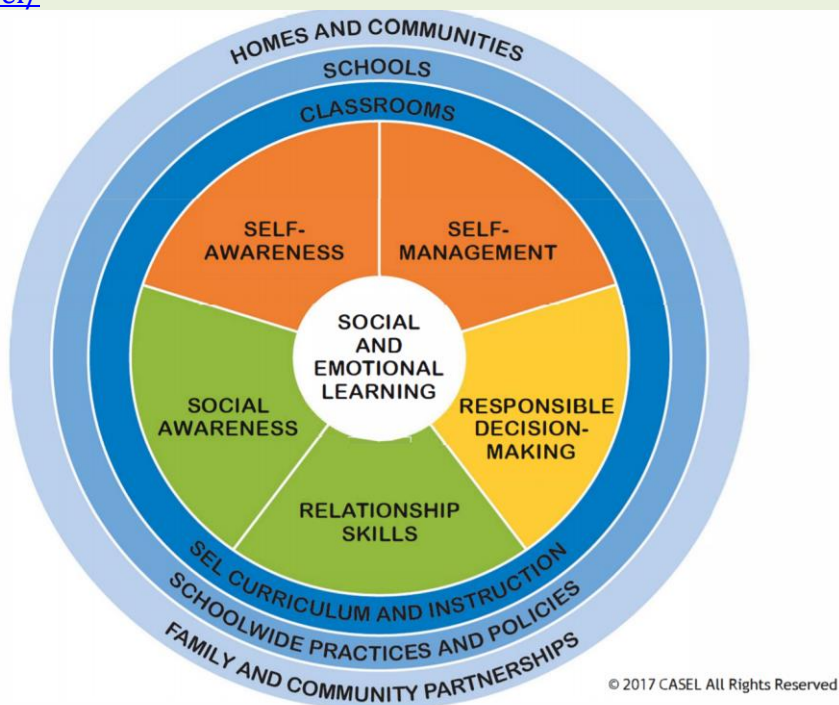
Respect and appreciate team diversity.

Be accountable for results.

Integration of SEL Competencies

CASEL's Framework:

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



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

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

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

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

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



Unit One: Reflecting on The American Dream through Literature and Context

Writing Focus: Literary Analysis and Argumentative Writing with Research

Unit Description:

This unit of study will focus on discussing and analyzing a diverse collection of American voices in literature as they relate to the manifestation of the American dream across time, region, gender, historical movements, and cultures. Students will think critically about how the depictions of the American dream have evolved and been perpetuated by literature and use this understanding to reflect a deeper understanding and personal perspective in the analysis and design of their own American dream. In addition, students will be discussing, analyzing, and researching the role of social justice in the evolution of the American Dream through literature and writing. Collaborative discussions and learning to prepare to be an active, engaging participant in this work, will drive much of the dialogue and written reflections throughout this unit. Examining society's evolving values - at the community and individual level - requires students to gain insight into other people's perspectives. Group discussions as well as diverse literature selections will allow for these mirrors, windows, and doors to grow. Students will have choices in selecting one of the essential questions to deepen their knowledge on the topic. In addition, students may propose an essential question(s) discovered through independent reading and self-directed inquiry. They will demonstrate their deepening knowledge by citing textual evidence from independent research, literary analysis, and class texts/discussions.

The writing focus of this unit will be literary analysis and argumentative writing with research. Students will be given opportunities to build their confidence by writing informal responses, quick writes, and reflections. Students will demonstrate their deepening knowledge by citing textual evidence from independent research, including literature and informational texts, all while considering both their own and other people's social lenses and values in the pursuit of the American Dream. Students will have many opportunities to examine mentor pieces and consider feedback throughout the unit to guide their drafting, editing/revising, and publishing of an original literary analysis and an argumentative piece with research.

In addition to classroom texts, students will choose what to read independently by self-selecting books from the classroom library, IMC, or home. Independent reading allows students to find their identity as a reader while developing stamina when reading more challenging texts. Students will engage in conversations with teachers and peers while developing interest and enthusiasm for reading.

Unit Duration: One Semester (approximately 20 weeks)

Independent Reading: ongoing student choice reading monitored using peer discussions and teacher/student conferences

Vocabulary: ongoing through reading, vocabulary.com. and writing independent activities

Core Texts:

Level: Honors

- *The Great Gatsby* by F. Scott Fitzgerald
- *The Grapes of Wrath* by John Steinbeck
- Harlem Renaissance literature (blend of poetry, short stories, and informational text - suggestions in supplementals)
- [12 Angry Men](#)
- *Just Mercy* (PDFs of all even chapters and have been uploaded to shared Resources on Schoology)

Core Texts:

Level: CP

- *The Great Gatsby* or "[Winter Dreams](#)" by F. Scott Fitzgerald
- Harlem Renaissance literature (blend of poetry, short stories, and informational text - suggestions in supplementals)
- [The House on Mango Street](#) by Sandra Cisneros

- [For One More Day](#) - (check this to be sure it is full text - there may be missing sections)
- [12 Angry Men](#)
- Excerpts from *Just Mercy* (PDFs of all even chapters and have been uploaded to shared Resources on Schoology)

Supplemental Pieces: (to be used as needed to support unit goals)

Large Works:

- *Between the World and Me* by Ta-Nehisi Coates
- *Namesake* Jhumpa Lahiri
- *Cuban Refugees Journey to the American Dream*
- 33
- *am* by Gerardo Gonzalez
- *Beloved* by Toni Morrison
- *The Bell Jar* Sylvia Plath
- *A Streetcar Named Desire*

Essays, speeches, and other documents:

- “Leon Bridges on Overcoming Childhood Isolation and Finding His Voice: ‘You Can’t Teach Soul’ by Jeff Weiss (*StudySync* McGraw-Hill Education)
- “Thoughts on the African American Novel” by Toni Morrison
- “The Souls of Black Folk” by W.E.B. Du Bois
- “Atlanta Exposition Address” by Booker T. Washington
- [“How It Feels to be Colored Me”](#) by Zora Neale Hurston
- [“An Indian Father’s Plea”](#) by Robert Lake-Thom (Medicine Grizzlybear)
- Song “This is America” Childish Gambino
- [Obama’s 2004 DNC speech on the American Dream](#)
- [“I Have a Dream”](#) MLK
- [Percentage of People in Poverty](#) document
- 50 Essays” - an AP publication
- [“The Duties of American Citizens”](#) by Theodore Roosevelt
- [“Una Vida de Esperanza”](#) - Interview between Teaching Tolerance and Luis Rodriguez
- Political Cartoon [“What’s Under the Turban”](#) - Vishavji Sigh
- [“The Power of Words”](#) - short film
- Painting [“The Night Cafe”](#) Van Gogh
- Painting [“View of Toledo”](#) El Greco

Articles:

- [“How My American Dream is Different than My Parents”](#) - Fast Company, July 2019
- [“What Are Mirrors and Windows”](#) by Kimberly Moran on *We Are Teachers* July 2018
- [“Windows, Mirrors and Sliding Glass Doors”](#) by Jacob Ernst (adapted from Rudine Sims Bishop)
- [“What Students Are Saying About: The American Dream, Mindfulness in Schools and How to Define ‘Family’”](#) - The Learning Network, February 2019
- [“Is the American Dream Possible? It is if you make at least \\$500,000 a Year”](#) - Aimee Picchi CBS News, January 2020
- [“A Wake Up Call for the American Dream”](#) Julia Chatterly, *CNN Business* July 2020
- “America and I” - Anzia Yezierska
- “A Honduran fashion designer sympathizes with the “Dreamers”” - Newsela
- Various Newsela articles/text sets
- <https://www.investopedia.com/terms/a/american-dream.asp>
- <https://opportunityinsights.org/>

- [“Driving While Distracted”](#) (a political cartoon) - Jeff Parker, *Florida Today* (mentor for argumentative)
- [“10 Supreme Court Cases Every Teen Should Know”](#) article in *Up Front Magazine*
- [“The True Story of How a City in Fear Brutalized the Central Park Five”](#)-Jim Dwyer, *The New York Times*
- [“Charging Youths As Adults Can Be A 'Cruel Wake-Up Call.' Is There Another Way?”](#)-Renata Sago, *NPR*
- [“Black Men in Public Space”](#) - Brent Staples
- [“I Want a Wife”](#) - Judy Brady (feminist satire)
- “Teaching Dylan: ‘His work as a whole is as staggering as that of Homer or Shakespeare” - Valerie Strauss, *The Washington Post*
- [Pipe-Bomb Killer Dies Without Seeing Execution Chamber”](#)-Joan Thompson, *The Associated Press*
- [“The Science of Solitary Confinement”](#)-Joseph Stromberg, *Smithsonian Magazine*
- [“High Court Reviews Insanity-Defense Case”](#)-Nina Totenberg, *NPR*

Poems:

- Selected poems by Sylvia Plath, TS Eliot, Robert Frost, Ezra Pound, William Carlos Williams, e e cummings, Marianne Moore, Edna St. Vincent Millay, Edward Arlington Robinson, Edgar Lee Masters, Carl Sandburg, Alice Walker, Nikki Giovanni, Anne Sexton, Maya Angelou, Allen Ginsburg, Jamaica Kincaid, Gertrude Stein, Georgia Douglas Johnson, Gwendolyn Bennett, Anne Spencer
- Selected poems - Hughes, Cullen, McKay, Johnson, Toomer, Bennet, Dunbar
- [“Let America Be America Again”](#) - Langston Hughes
- [“The Rose that Grew From Concrete”](#) - Tupak Shakur
- [“I Yearn”](#) - Ricardo Sanchez
- [“Saying Yes”](#) - Diana Chang
- [“Prospective Immigrants Please Note”](#) - Adrienne Rich
- [“Refugee Ship”](#) - Lorna Dee Cervantes
- [“Legal Alien”](#) - Pat Mora
- [“The House that Crack Built”](#) by Clark Taylor (mentor text for argumentative)
- [“I Dream a World”](#) by Langston Hughes
- [“Ghazal: America the Beautiful”](#) by Alicia Ostriker
- [“Long Night Full Moon”](#) by D. A. Powell
- [“juxtaposing the black boy & the bullet”](#) by Danez Smith
- [“Good Bones”](#) by Maggie Smith
- [“Still I Rise”](#) by Maya Angelou
- [“\(A\)wake”](#) - Jessica Kobe
- [“Knock Knock”](#) - Daniel Beaty (spoken word)
- [“For My People”](#) - Margaret Walker
- [“Hand Me Downs”](#) - Sarah Kay (spoken word)
- [“Equality”](#) - Maya Angelou
- [“Freedom”](#) and [“I, Too”](#) - Langston Hughes
- [“Justice Denied in Massachusetts”](#) - Edna St. Vincent Mallay
- “Great Depression Story” by Claudia Emerson
- “Pantoum of the Great Depression” by Donald Justice
- “Leaving the Dust Bowl” by Bob Bradshaw
- “Abuelito Who” by Sandra Cisneros

Short Stories:

- Various works by F.Scott Fitzgerald, Ernest Hemingway, Virginia Wolf, Ralph Ellison, Richard Yates, Jack Kerouac, John Steinbeck, Richard Wright, Willa Cather, Edith Wharton, Virginia Woolf, James

Baldwin, Langston Hughes, Claude McKay, Nella Larsen Zora Neale Hurston, Rudolph Fisher, Dorothy West, James Weldon Johnson, Flannery O'Connor,

- "The Empress of the Blues" (*StudySync* McGraw-Hill Education full text)
- "[Winter Dreams](#)" by F. Scott Fitzgerald
- "[Sonny's Blues](#)" - James Baldwin (25 page short story)
- "[Paul's Case](#)" by Willa Cather
- "Falling Off the Empire State Building" by Harry Mazer
- Excerpt *Dust Tracks* on an open Road by Zora Neale Hurston
- "In the American Society" by Gish Jen
- Excerpt from [Saffron Dreams](#) by Shaila Abdullah (novel about Muslim in American after 9/11)
- Excerpt from [Bone Black](#) by Bell Hooks (memoir about girl integrated after Brown vs Board)
- "[The Lesson](#)" by Toni Cade Bambara
- "[Everyday Use](#)" by Alice Walker
- "[So What Are You, Anyway?](#)" by Lawrence Hill
- "[Freedom Summer](#)" - Deborah Wiles (Children's Book)
- "The Son for America" by Issac Bashewis Singer
- "America and I" by Anzia Yezierska
- "In the American Society" by Gish Jen
- "The Son from America" by Isacc Bashevis Singer

Other related sources:

- TED Talk- "[The New American Dream](#)"- Courtney E. Martin
- "[What Does it Mean to be American?](#)" - Youtube video
- [American Dream Helper](#) - Cartoon
- [Statue of Liberty](#) - Cartoon
- [Check Out of American Dream](#)
- Excerpt "[Park Avenue: Money, Power and the American Dream](#)" - Youtube - Beginning to 11:12 and 55:27-end
- "[The Economy is Changing and So is the American Dream](#)" - Forbes, May 2017
- "[People of All Ages Define the American Dream the Same Way, but Millennials Take it a Step Further](#)" - Business Insider, July 2018
- "[19-year-old Ronnie Lopez and His Mom Give the American Dream a Makeover](#)" -Teen Vogue, August 2018
- TED Talk "[Does Money Make You Mean](#)"- Paul Piff
- Video clip from [A & E Biography F. Scott Fitzgerald The Great American Dreamer](#)
- Video clips from *Z: The Beginning of Everything* Season 1 Episodes 1-10
- TED Talk- "[We Need to Talk About an Injustice](#)" - Bryan Stevenson
- TED Talk- "[The True Cost of the American Dream](#)"-Silvia Ramos
- "50 Essays" - an AP publication
- Selected scenes from *The Great Gatsby*
- [I Have a Dream Cartoon Update](#)
- [Learning for Justice](#)
- [Mirrors and Windows graphic](#)
- [Video of Rudine Sims Bishop explaining Mirrors, Windows and Sliding Glass Doors](#)
- TED Talk- "[We Need to Talk About an Injustice](#)" - Bryan Stevenson
- TED Talk- "[Why Eyewitnesses Get it Wrong](#)"-Scott Fraser
- Video clips from *True Justice: Bryan Stevenson's Fight for Equality*-HBO Documentary
- [Serial Podcast-Season One](#)
- Video clips from *The Case Against Adnan Syed*-HBO Documentary
- "[Where is the Love](#)" - Black Eyed Peas (mentor text for writing argumentative)

- “[Excuse Me Mr](#)” Ben Harper (mentor text for argumentative- his particular song accuses a policymaker of ignoring the consequences his action will have on the environment , or on the children who are suffering hunger
- Video clip from [Justice For All - A Juror Orientation Video](#)
- Selected scenes from [12 Angry Men](#) 1957 Film
- Selected scenes from *When They See Us*-Netflix Miniseries
- <https://www.nydailynews.com/services/central-park-five/>
- “[Smoky Night](#)” - Eve Bunting (YouTube Reading of the picture book - re: LA Riots)
- Musical selections by Bob Dylan
- *Real Women Have Curves* movie excerpts
- *Almost a Woman* movie excerpts
- *A Streetcar Named Desire* movie excerpts
- Video clip from [Gone With the Wind](#)
- *The Simpsons*-Season 4 Episode 2: “A Streetcar Named Marge”
- [Inmates with Mental Illness Tell Their Stories](#)-AVID Jail Project
- [“Befriending Her Shooter”](#)-Youtube video
- [“Jimmy Kimmel Pitches to Shark Tank”](#)-Youtube video
- [“Huey Long: Share the Wealth”](#)-Youtube video
- Video clip from [Mona Lisa Smile](#)
- Video clip from [Emergency Room Doctor Returns to His Roots in ‘Brick City’](#)-PBS

[Toolbox of Resources - Launch Unit & Unit 1](#)

Desired Results

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

NJSLA ELA Grade 11 [Standard\(s\)](#):

Power Standards:

Reading Literature:

RL. 11-12.1
RL.11-12.2
RL.11-12.4,
RL. 11-12.9

Reading Informational Text:

RI.11-12.1
RI.11-12.4
RI.11-12.6
RI.11-12.9

Writing:

W.11-12.9A-B
W.11-12.1A-E

Language:

L. 11-12.1

Secondary Standards:

Reading Literature:

RL.11-12.3, RL.11-12.5, RL.11-12.6, RL.11-12.7, RL.11-12.10

Reading Informational Text:

RI.11-12.2, RI. 11-12.5, RI.11-12.8

Writing:

W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8,
W.11-12.10

Speaking and Listening:

SL.11-12.1A-D, SL.11-12.3, SL.11-12.4, SL.11-12.6

Language:

L.11-12.4.A-D, L.11-12.5, L.11-12.6

Learning Targets: [Link to Clarity Statements - What/Why/How - for Unit One Power Standards](#)

Reading Literature

Power Standards:

We are learning to 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. (RL.11-12.1)

We are learning to 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. (RL.11-12.2).

We are learning to 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. (RL.11-12.4).

We are learning to 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. (RL.11-12.9)

Secondary Standards:

We are learning to 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. (RL.11-12.5)

We are learning to 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). (RL.11-12.6).

We are learning to 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. (RL.11-12.7).

We are learning to 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. (RL.11-12.9).

We are learning to read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed by the end of 11th grade. (RL.11-12.10)

Reading Informational Text

Power Standards:

We are learning to 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. (RI.11-12.1)

We are learning to 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. (RI.11-12.4).

We are learning to 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. (RI.11-12.6)

We are learning to 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. (RI.11-12.9)

Secondary Standards:

We are learning to 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. (RI.11-12.2)

We are learning to 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. (RI.11-12.3)

We are learning to 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. (RI.11-12.5)

We are learning to describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy. (RI.11-12.8)

Writing

Power Standards:

We are learning to draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9 A-B)

We are learning to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1 A-E)

Secondary Standards:

We are learning to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)

We are learning to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.11-12.5)

We are learning to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (W.11-12.6)

We are learning to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. (W.11-12.7)

We are learning to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.11-12.8)

We are learning to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.11-12.10)

Speaking and Listening

Secondary Standards:

We are learning to initiate and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)

Secondary Standards:

We are learning to integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. (SL.11-12.2)

We are learning to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.11-12.3)

We are learning to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.11-12.4)

We are learning to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)

We are learning to speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.11-12.6)

We are learning to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.11-12.7)

Language

Power Standards:

We are learning to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(L.11-12.1)

We are learning to apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (L.11-12.1)

We are learning to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L. 11-12.2)

We are learning to observe hyphenation conventions. (L.11-12.2A)

We are learning to spell correctly. (L.11-12.2B)

We are learning to 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. (L.11-12.3)

We are learning to vary syntax for effect, apply an understanding of syntax to the study of complex texts. (L.11-12.3A)

Secondary Standards:

We are learning to 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. (L.11-12.4)

We are learning to 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.(L.11-12.4A)

We are learning to identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). (L.11-12.4B)

We are learning to 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. (L.11-12.4C)

We are learning to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4D)

We are learning to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5)

We are learning to 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. (L.11-12.6)

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Close reading and analysis of both past and contemporary American literature reveals critical truths about what is American ● Close reading and analysis of American literature illuminates the reader’s personal beliefs regarding access to the American Dream. ● Close reading and analysis of both past and contemporary American literature reveals the changing dynamic of the American landscape. ● American writers illustrate that people can affect society positively or negatively. ● Effective written and oral discourse requires both a command of formal English and an application of rhetoric in order to address an audience. ● American society reflects differences in personal values, experiences, and cultures and the implications of those differences. ● American society continues to grow in terms of embracing diversity, at times repeating past mistakes ● Writing an effective literary analysis requires research and textual evidence to support claims. ● Literature provides mirrors for students to see themselves and windows to gain insights into the lives of others. ● Literature provides an opportunity for students to reflect on experiences and values for themselves. ● Values differ among different cultures, ethnicities, religions and life circumstances and having a window into those values and differences builds empathy and understanding ● Opinion without research and understanding does not provide a valid argument ● Respectful, empathetic dialogue and the ability to agree-to-disagree and/or admit there is “more than one correct way” is essential to collaboration and harmony ● Doing research and using that research to validate your argument is the most powerful tool a writer possesses ● Examining social and civic issues helps to expand one’s understanding of the world, its people, and oneself. ● Literature preserves a written record of and evolves with social and cultural change 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why has the American Dream changed throughout history? 2. Who writes the stories? Who benefits from the stories? Who is missing from the stories? 3. Why does the American Dream differ based on a reader or writer’s culture and context? 4. How can a diverse society come to terms with and understand one another? 5. How does consideration of diverse perspectives help us build empathy and understanding as well as broaden our own world view? 6. What role does self-reflection play in preparing for group discussions and formulating personal positions? 7. How does considering opposing viewpoints strengthen your argument? 8. Why is including research and varying perspectives important when presenting a written or spoken argument? 9. How can writers use textual evidence to support literary analysis and argumentative positions? 10. Is social justice attainable? 11. How does literature preserve our history and serve as a conduit for progress in our society? <p>** Student generated Essential Questions will be added as needed to address issues discovered through student choice independent reading.</p>
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will compose literary analysis with research using the essential question and mentor pieces they choose as a guide. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observation • Formative assessment

<ul style="list-style-type: none"> • Students will complete a standards-based assessment to measure acquisition of skills and knowledge. • Students will engage in independent reading and be assessed through conferencing and a culminating activity/reflection. • Other tasks may be developed at teacher discretion to support unit goals. • Students will initiate and participate in collaborative learning communities • Students will compose an argumentative piece based on the essential question they choose to research. • Students will formulate their responses using persuasive techniques and textual evidence. • Students will formulate a thesis to support their claim using the essential question and mentor pieces they choose as a guide. • Students will demonstrate the ability to use informational text and literature to track historical and social norms, movements, changes, as well as reflect and evaluate how the social context of an author impacts his/her message. 	<ul style="list-style-type: none"> • Summative assessments • Informal check for understanding • Independent reading and conferences • Class discussion • Collaboration with others • Classwork • Student self-reflection • Standards based pre/post tests • Independent inquiry and research • Project-based learning experiences • Writing routinely for different purposes
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Benchmarks:

Renaissance Learning STAR Reading will be used as a measure of progress toward mastery of standards.

Learning Plan

Sample Learning Activities to Support Power Standards:

Note to teachers: Modeling, mini lessons, student learning activities, and formative/summative assessments should focus primarily on unit power standards.

- Compare/Contrast two works from the same time period written by authors from different backgrounds
- Compare/Contrast two or more works that trace a theme or social movement through different time periods
- Watch a *Shark Tank* episode and identify part of the pitch for rhetoric - ethos, pathos, logos
- Highlight/annotate a close reading/excerpt to identify literary devices and the effect they have on meaning
- Write a short paragraph with textual evidence to identify a theme
- Create a one pager from symbolic imagery, meaningful quotes, and reflections on the book
- Self-directed research on a passion (genius hour or passion project) with sources and a final product
- Using Newsela or other current events, identify current events that are relevant or reflect on historical or cultural literary movements.
- Close reading to help students identify what mirror, windows and doors exist in the literature they are reading
- Write a rhetorical analysis of a short passage from a text - identify fallacies

Integration of 21st 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 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.
 - Participate actively, as well as be reliable and punctual.
 - Collaborate and cooperate effectively with groups.
 - Respect and appreciate group diversity.
 - Be accountable for results.

Writing Focus: Modes of Writing, Revision

Unit Description: Effective writers and perceptive readers establish habits for reading, writing, revision, and collaboration. With hybrid and remote learning, these are even more important. This unit introduces students to the various assignments, technology platforms, and the behavioral norms of English 9, 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 9-10.

Note to teachers: The most essential standards that provide the biggest leverage for student learning have been hand selected for the 2020-21 hybrid learning 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
Writing	W 9.6	
Speaking and Listening	SL 9.1; SL 9.2	

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 9–10 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. and audience.

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 9.

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 9?

Assessment Evidence**Performance Task:**

Analytical Writing Pre-Assessment

Other Evidence:

Supportive Assignments

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](#)

Sample Clarity Statements (What? Why? How?)

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

Advanced Learners	Greater complexity in writing tasks, extra help provided only upon request.
Struggling Learners	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.
English Language Learners	Sheltered English Instruction, additional teacher assistance.

Special Needs Learners	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:

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 21st 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.

Unit Two: The Individual in Conflict and the Journey of Self Discovery Writing Focus: Narrative and Informational/Expository

Unit Description:

This semester will focus on discussing, analyzing, and researching the role of the individual in conflict in American society past, present, and future. In following a literary character through his/her own journey of self-discovery, essential questions will prompt students to reflect on their own growth as they approach adulthood. In reflecting on what circumstances have shaped their lives - and what circumstances they will not allow to shape them - students will build a sense of self and consider the stamp they hope to leave on both their immediate surroundings and the legacy they hope to build.

This unit examines the importance of defining oneself, and the conflicts between self and society that often result. Students will have the choice in selecting from one of the essential questions to deepen their knowledge on the topic. In addition, students may propose an essential question(s) discovered through independent reading and self-directed inquiry. They will demonstrate their deepening knowledge by citing textual evidence from independent research as well as class texts/discussions. The formal writing will focus on both informational/expository pieces as well as narrative products. However, students will be given opportunities to build their confidence by writing informal responses, quick writes, and reflections. Students will have many opportunities to examine mentor pieces throughout the unit to guide their drafting, editing/revising, and publishing an original literary analysis. SAT vocabulary and academic vocabulary activities will be taught within reading and writing instruction. Language and grammar activities will occur to teach, re-teach, and reinforce skills and strategies as needed. In addition to core instructional texts, students will choose what to read independently. Students will engage in conversations with teachers and peers while developing interest and enthusiasm for reading. They will have an opportunity to select books from the IMC or home. 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)

Independent Reading: ongoing student choice reading monitored using peer discussions and teacher/student conferences

Vocabulary: ongoing through reading and writing independent activities

Grammar: ongoing

Core Texts Options:

[The Great Gatsby](#) by F. Scott Fitzgerald

[Night](#)

[Catch-22](#)

[Catcher in the Rye](#)

[The Sun Also Rises](#) by Ernest Hemingway

[The Five People You Meet in Heaven](#) by Mitch Albom (for Honors, must be paired with classic short stories and poetry to be developed during unit planning) (audio in toolbox)

[The Glass Castle](#) by Jeannette Walls

[Slaughterhouse-Five](#)

Supplemental Pieces: (to be used as needed to support unit goals)

Large Works:

- *The Beautiful Chaos of Growing Up* by Ari Satok
- *Dharma Bums* by Jack Kerouac
- *Just Mercy* – Bryan Stevenson
- *12 Angry Men* – Reginald Rose
- *On the Road* by Jack Kerouac
- *Outliers* by Malcolm Gladwell
- *Hunger: A Memoir* by Roxane Gay
- *For One More Day* by Mitch Albom
- *Learning to Die in Miami* by Carlos Eire
- *Enrique's Journey* by Sonia Nazario
- *Monster* by Walter Dean Myers
- *A Streetcar Named Desire* by Tennessee Williams
- *Black Like Me* by John Howard Griffin
- *Hunger: A Memoir*
- *Death of a Salesman* by Arthur Miller

- *Looking for Palestine: Growing Up Confused in an Arab-American Family* by Najl Said
- *Here to Stay* by Sara Farizan
- *Unlikely Warrior: A Jewish Soldier in Hitler's Army* by Geor Rauch
- *The Other Wes Moore: One Man, Two Fates* by Wes Moore (study sync)
- *A Separate Peace* by John Knowles (study sync)
- excerpt from *Outliers: The Story of Success* by Malcolm Gladwell (study sync)
- *Perks of Being a Wallflower* by Stephen Chbosky
- *Thirteen Reasons Why* by Jay Asher

Essays, speeches, and other documents:

- "How Much Indian Was I" - Elissa Watshuta, The Chronicle of Higher Education
- "An Indian Father's Plea" - Rob Lake (Medicine Grizzlybear)
- "50 Essays" - an AP publication
- "Fish Cheeks" by Amy Tan
- "In Between Cultures: A Granddaughter's Advantage" by Hayan Charara (studysync)
- "Hitler Youth: Growing Up in Hitler's Shadow" by Susan Campbell Bartoletti (study sync)
- "50 Essays" - an AP publication
- "How Much Indian was I" Elissa Washuta (studysync)
- "The Perils of Indifference" by Elie Wiesel (studysync)
- "[Hope, Despair, and Memory](#)" - Elie Wiesel
- Elie Wiesel's Nobel Prize Acceptance Speech (studysync)
- "Fish Cheeks" by Amy Tan (mentor text for narrative writing)
- "In between Cultures: A Granddaughter's Advantage" by Hayan Charara (studysync)
- Kurt Vonnegut's [Letter To The Man Who Burnt His Books](#) "I am Very Real" by Mustapha Itani on Medium
- ArtsBeat "[Why J. D. Salinger Never Wanted a 'Catcher in the Rye' Movie](#)" JD Salinger's Letter to Mr. Herbert - Dave Itzkoff, New York Times
- "[Are You Now or Were You Ever?](#)" - Arthur Miller

Articles:

- [Articles of the Week](#) by Kelly Gallagher - (mentor for informational writing)
- "Self-Concept" by Saul McLeod (CommonLit)
- "[To Heal a Nation](#)" by John L. Swerdlow
- "[Alter Egos](#)" by Common Lit Staff
- Reading "[Slaughterhouse-Five](#)" in Baghdad: [What Vonnegut taught me about what comes after war](#)" by Alex Horton in The Washington Post - April 13, 2019
- "[Kurt Vonnegut, A Counterculture Novelist Dies](#)" by Dinitia Smith - New York Times, April 13, 2007
- "[Elie Wiesel, Auschwitz Survivor and Nobel Peace Prize Winner, Dies at 87](#)" by Joseph Berger, The New York Times, July 2, 2016
- "[JD Salinger, Literary Recluse, Dies](#)" by Charles McGrath, New York Times, January 28, 2010
- "[Holden Caulfield's Goddam War](#)" by Kenneth Slawenski - Vanity Fair, , January 20, 2011
- "[Dark, dark, dark, dark...](#)" by Corey Hirsch - Player's Tribune, February 15, 2017
- "[The Case of Delaying Adulthood](#)" by Laurence Steinberg - New York Times
- Various Newsela articles/text sets

Poems:

- “On Listening to Your Teacher Take Attendance” by Aimee Nezhukumatathil
- “Her Grandmother Washes her Feet in the Sink at the Bathroom in Sears” by Mohja Kahf (studysync)
- “[i carry your heart with me (i carry it in)]” by E.E. Cummings
- “September 1, 1939” by W.H. Auden
- “Stop All the Clocks” by W.H. Auden
- “Nothing Gold Can Stay” by Robert Frost
- “The Road Not Taken” by Robert Frost
- “The Lovesong of J. Alfred Prufrock” - T.S. Eliot
- “Think as I Think” - Stephen Crane
- “Mirror” by Sylvia Plath
- “Thumbprint” by Eve Merriam
- “The Butterfly” by Pavel Friedman
- “The Hangman” by Maurice Ogden
- “First They Came” by Martin Niemoller
- “I am Offering this Poem” by Jimmy Santiago Baca
- “[Hair](#)” by Elizabeth Acevedo (spoken word)
- “[Afro-Latina](#)” by Elizabeth Acevedo (spoken word)
- “Her Grandmother Washes her Feet in the Sink at the Bathroom in Sears” by Mohja Kahf (studysync)
- “Burning a Book” by William Stafford
- Invictus by William Ernest Henley (study sync)
- “If” by Rudyard Kipling (studysync)
- “At a Window” by Carl Sandburg
- “[The History Teacher](#)” by Billy Collins - LA Times (hyperlink)
- “Comin’ Thro the Rye” by Robert Burns
- “The Love Song of J. Alfred Prufrock” by T.S. Eliot
- “Still Here” - Langston Hughes
- “[Still I Rise](#)” - Maya Angelou
- “Half-Hanged Mary” - Margaret Atwood
- “[Foul Line - 1987](#)” - Colleen J. McElroy

Short Stories:

- “The Snows of Kilimanjaro” by Ernest Hemingway
- “Snows Like White Elephants” by Ernest Hemingway
- “Harrison Bergeron” by Kurt Vonnegut
- Excerpt from the memoir “Love in a Headscarf” by Shelina Janmohamed
- “Jabberwocky Baby” by Wanda Coleman (a chapter in *The Riot Inside Me*)
- “Volar” by Judith Ortiz Cofer (study sync)
- “How Much Indian was I” Elissa Washuta (studysync)
- “A Clean Well-Lighted Place” by Ernest Hemingway
- “Girl” by Jamaica Kincaid
- “[Shaving](#)” by Leslie Norris
- “The Lesson” by Toni Cade Bambara
- “A & P” by John Updike
- “Paul’s Case” by Willa Cather
- “Good Country People” by Flannery O’Connor

- “Where Are You Going, Where Have You Been” by Joyce Carol Oates
- *No Easy Answers: Short Stories about Teenagers Making Tough Choices* - Donald Gallo
- “A Worn Path” by Eudora Welty
- “The Journey” by Joyce Carol Oates
- “The Empress of the Blues” (*StudySync* McGraw-Hill Education full text)
- “Member of the Wedding” by Carson McCuller
- “The Snows of Kilimanjaro” Ernest Hemingway
- “Hills Like White Elephants” Ernest Hemingway (mentor text for narrative writing)
- “Harrison Bergeron” Kurt Vonnegut
- “Terrible Things” by Eve Bunting
- “Jabberwocky Baby” by Wanda Coleman (a chapter in *The Riot Inside Me*) (*studysync*)
- “A Sound of Thunder” by Ray Bradbury
- “There Will Come Soft Rains” by Ray Bradbury
- “The Veldt” by Ray Bradbury
- “The Machine that Won the War” by Isaac Asimov
- “Daughter of Invention” by Julia Alvarez
- “A&P” by John Updike
- “[Slight Rebellion off Madison](#)” by JD Salinger (full text link)
- Chapter One of *Milkweed* by Jerry Spinelli (mentor text for Narrative writing)
- “Eleven” by Sandra Cisneros (mentor text for Narrative writing)
- “[Covering](#)” - Kenji Yoshito

Other related sources:

- TED Talk- excerpts from Brene Brown’s (2010) “The Power of Vulnerability”
- TED Talk-Lizzie Velasquez “[How Do You Define Yourself?](#)”
- Mitch Albom: “[Making Each Moment Matter](#)” video clip
- *The Five People You Meet in Heaven* video clips
- Thank You Notes from Jimmy Fallon (mentor text for expository)
- TED Talk - “[What Fear Can Teach Us](#)” - Karen Thompson Walker
- TED Talk k- “[The Danger of a Single Story](#)” - Chimamanda Ngozi Adichie
- [Oprah and Elie Wiesel interview and tour of Auschwitz](#)
- Video clip from [The Hangman](#)
- Video clips from [Terrible Things](#)
- Selected scenes from *Defiance*
- [Interview with Kurt Vonnegut](#) in *The Paris Review*
- *I Never Saw Another Butterfly: Children’s Drawings and Poems from Terezin Concentration Camp, 1942-44* Hana Volavkova
- Selected Scenes from *Salinger: A Documentary*
- [Various Video Book readings by Elizabeth Acevedo](#) (youtube hyperlink)
- TedTalk: [I Use my Poetry to Confront the Violence Against Women](#) - Elizabeth Acevedo

Tool Box for Unit 2

Desired Results

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.

NJSLA ELA Grade 11 [Standard\(s\)](#):

<p>Power Standards:</p> <p>Reading Literature: RL. 11-12.3 RL. 11-12.5 RL.11-12.6 RL.11-12.7</p> <p>Reading Informational Text: RI.11-12.2 RL.11-12.3 RI.11-12.5 RI.11-12.7</p> <p>Writing: W.11-12.2 W.11-12.3</p> <p>Language: L. 11-12.1 L.11-12.2 L.11-12.4A-D</p> <p>(Semester One power Standards not yet covered will also be addressed W.11-12.1)</p>	<p>Secondary Standards:</p> <p>Reading Literature: RL.11-12.1, RL.11-12.2, RL.11-12.4, RL.11-12.9, RL.11-12.10</p> <p>Reading Informational Text: RI.11-12.1, RI.11-12.4, RI. 11-12.6, RI.11-12.8</p> <p>Writing: W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.10</p> <p>Speaking and Listening: SL.11-12.1A-D, SL.11-12.3, SL.11-12.4, SL.11-12.6</p> <p>Language: L.11-12.3, L.11-12.5, L.11-12.6</p>
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Learning Targets: [Link to Clarity Statements - What/Why/How - for Unit Two Power Standards](#)

Reading Literature

Power Standards:

We are learning to 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). (RL.11-12.3)

We are learning to 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. (RL.11-12.5)

We are learning to 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). (RL.11-12.6).

We are learning to 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. (RL.11-12.7).

Secondary Standards:

We are learning to 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. (RL.11-12.1)

We are learning to 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. (RL.11-12.2)

We are learning to 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.) (RL.11-12.4)

We are learning to 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. (RL.11-12.9).

We are learning to read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed by the end of 11th grade. (RL.11-12.10)

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Reading Informational Text

Power Standards:

We are learning to 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. (RI.11-12.2)

We are learning to 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. (RI.11-12.3)

We are learning to 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 (RI.11-12.5).

We are learning to 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. (RI.11-12.7)

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Secondary Standards:

We are learning to 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. (RI.11-12.1)

We are learning to 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). (RI.11-12.4)

We are learning to 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. (RI.11-12.6)

We are learning to 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. (RI.11-12.9)

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Writing

Power Standards:

We are learning to 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. (W.11-12.2 A-F)

We are learning to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.3 A-E).

Secondary Standards:

RI.11-12.7 **We are learning to** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)

We are learning to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.11-12.5)

We are learning to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (W.11-12.6)

We are learning to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. (W.11-12.7)

We are learning to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.11-12.8)

We are learning to draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9 A-B)

We are learning to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.11-12.10)

Speaking and Listening

Secondary Standards:

We are learning to initiate and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)

Secondary Standards:

We are learning to integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. (SL.11-12.2)

We are learning to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.11-12.3)

We are learning to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.11-12.4)

RI.11-12.7

We are learning to speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.11-12.6)

We are learning to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.11-12.7)

Language

Power Standards:

We are learning to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L. 11-12.2)

We are learning to observe hyphenation conventions. (L.11-12.2A)

We are learning to spell correctly. (L.11-12.2B)

We are learning to 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. (L.11-12.4)

We are learning to 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. (L.11-12.4A)

We are learning to identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). (L.11-12.4B)

We are learning to 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. (L.11-12.4C)

We are learning to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4D)

Secondary Standards:

We are learning to 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. (L.11-12.3)

We are learning to vary syntax for effect, apply an understanding of syntax to the study of complex texts. (L.11-12.3A)

We are learning to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5)

We are learning to 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. (L.11-12.6)

Enduring Understandings:

- Literature can allow one to reflect and bring meaning to the process of self-discovery.
- Considering other people's obstacles and triumphs prompts a deeper reflection and understanding of one's own obstacles and triumphs.
- Writing informational pieces substantiates a writer's knowledge and explanation of moments, events and/or literature.
- Expressing one's self through writing can allow one to reflect and bring meaning to the journey of self-discovery.
- Personal growth is achieved through self-examination and informed decisions.
- The study of vocabulary and the conventions of standard English are necessary for textual analysis and effective writing.
- Writing effective informational text requires students to make relevant connections.
- Exposure to a variety of mentor texts and passages allows students to make relevant

Essential Questions:

1. How do the choices we make and the choices of those around us shape our personal journey?
2. What challenges and triumphs impact your personal journey as you discover who you are?
3. Why is facing harsh realities necessary to find peace?
4. Can a moment or part of your life define you/label you?
5. Why is it important to find your own personal meaning in life?
6. How is literature a record or reflection of our history and society?
7. How do stressful situations reveal the worst and best in people?
8. Why is it important to share our stories? Does it help us understand one another?

connections while selecting pertinent textual evidence to support their writing.

- Effective written and oral discourse requires both a command of formal English and an application of rhetoric in order to persuade an audience.
- Close reading and analysis of both past and contemporary American literature reveals the best and worst in humanity.
- American writers illustrate that people can decide how to address obstacles in their way. Effective written and oral discourse requires both a command of formal English and an application of rhetoric in order to address an audience.
- Writing an effective narrative requires a variety of literary devices to engage readers and create meaning.

9. What can I do with or how can I respond to the insight and knowledge gained through literature's mirrors and windows?
10. How can writers effectively integrate modeled techniques and writers craft into narrative writing?
11. How and why do we persecute others?
12. How and why do we look for hope in a time of hopelessness?

**** Student generated Essential Questions will be added as needed to address issues discovered through student choice independent reading.**

Assessment Evidence

Performance Tasks:

1. Students will compose narrative responses using the essential question and mentor pieces they choose as a guide.
2. Students will complete a standards-based assessment to measure acquisition of skills and knowledge.
3. Students will engage in independent reading and be assessed through conferencing and a culminating activity/reflection.
4. Other tasks may be developed at teacher discretion to support unit goals.
5. Students will initiate and participate in collaborative learning communities
6. Students will compose an informative writing piece based on the essential question.
7. Students will formulate responses using textual evidence.
8. Students will decipher connotative or suggestive meanings citing text to support their interpretation.
9. Students will demonstrate the ability to use informational text and literature to track historical and social norms, movements, changes, as well as reflect and evaluate how the social context of an author impacts his/her message.

Other Evidence:

- Teacher observation
- Formative assessment
- Summative assessments
- Informal check for understanding
- Independent reading and conferences
- Class discussion
- Collaboration with others
- Classwork
- Student self-reflection
- Standards based pre/post tests
- Independent inquiry and research
- Project-based learning experiences
- Writing routinely for different purposes

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Benchmarks:

Renaissance Learning STAR Reading will be used as a measure of progress toward mastery of standards.

Learning Plan

Sample Learning Activities to Support Power Standards:

Note to teachers: Modeling, mini lessons, student learning activities, and formative/summative assessments should focus primarily on unit power standards.

1. Compare/Contrast two works from the same time period written by authors from different backgrounds
2. Compare/Contrast two or more works that trace a theme or social movement through different time periods
3. Watch a *Shark Tank* episode and identify part of the pitch for rhetoric - ethos, pathos, logos
4. Highlight/annotate a close reading/excerpt to identify literary devices and the effect they have on meaning
5. Write a short paragraph with textual evidence to identify a theme
6. Create a one pager from symbolic imagery, meaningful quotes, and reflections on the book
7. Self-directed research on a passion (genius hour or passion project) with sources and a final product
8. Using Newsela or other current events, identify current events that are relevant or reflect on historical or cultural literary movements.
9. Close reading to help students identify what mirror, windows and doors exist in the literature they are reading
10. Write a rhetorical analysis of a short passage from a text - identify fallacies

Integration of 21st 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 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.
- Participate actively, as well as be reliable and punctual.
- Collaborate and cooperate effectively with groups.
- Respect and appreciate group 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

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

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

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

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



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