

# 11th Grade English: The American Tradition Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

## **About the Standards**

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: [21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages](#)

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

**Lower Cape May Regional School District (11th ELA) Curriculum**

**Content Area: English Language Arts**

**Course Title: The American Experience**

**Grade level: 11**

**Unit 1: The New Eden and the Road to the Revolution**

**Beginning of Sept. to end of October**

**Unit 2: A Growing Nation**

**Beginning of November to end of January**

**Unit 3: Division, Reconciliation and Expansion**

**Beginning of February to end of April**

**Unit 4: Disillusion, Defiance and Discontent**

**Beginning of May to the end of School year in June**

**Date Created: August 1, 2017**

**Board Approved On:**

**Lower Cape May Regional School District (11th ELA) Curriculum  
Unit 1 Overview**

**Content Area: Native American, Early Puritan and Post WWII Literature**

**Unit Title: The New Eden and the Road to the Revolution**

**Target Course/Grade Level: English 11th Grade**

**Unit Summary:**

Students will study Native American origin myths as well as early Puritan poetry, and sermon/oratory. This will be followed by Arthur Miller's *Crucible*. Students will study the two cultures and discuss successes and failures of the early colonists. They will also discuss the effects of mass hysteria on the population. Works covered will be taken from Prentice Hall Literature: The American Experience including but not limited to:

Earth on Turtle's Back  
When Grizzlies Walked Upright  
From the Navajo Origin Legend  
From Of Plymouth Plantation  
To My Dear and Loving Husband  
Huswifery  
From Sinners in the Hands of an Angry God  
The Crucible  
From the Iroquois Constitution

Context/SAT College-Ready Vocabulary

Students will also construct a resume to be used for college applications and employment opportunities.

**Interdisciplinary Connections:**

- This unit connects to the study of the literature and oratory of the 17th and mid 20th century with the study of the founding of the original colonies, as well as mid 20th century propaganda and mass hysteria.

## 21st Century Themes, Skills, and Standards:

Essential (Thematic) Questions:

1. What is the relationship between place and literature?
2. What makes American Literature American?
3. How does literature shape or reflect society?

Technology utilization in the form of online research, papers, presentations and the resume.

21st Century Life and Career Standard 9.2, including review of career goals, modification of student learning plans to support stated career goals and identification of transferable career skills. These skills will be utilized through the construction of the resume.

Primary Focus Standards: Reading

RL.11-12.1      RI.11-12.1  
RL.11-12.2      RI. 11-12-2  
RL.11-12.3      RI. 11-12.3  
RL.11-12.4      RI. 11-12.4  
RL.11-12.6      RI. 11-12.6

Primary Focus Standards: Speaking and Listening

SL.11-12. A,B,C,D  
SL. 11-12. 2  
SL. 11-12.3  
SL. 11-12.4  
SL. 11-12.6

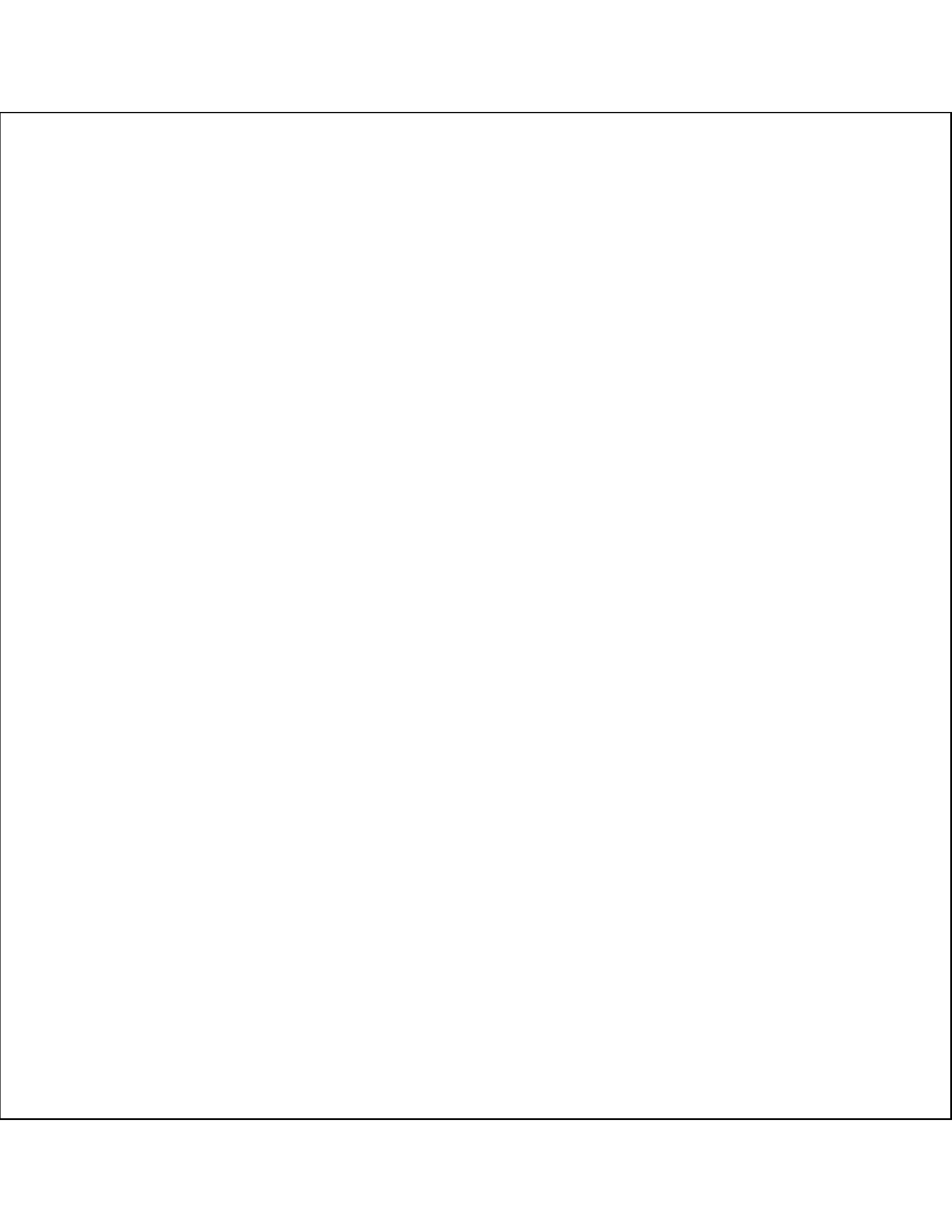
Primary Focus Standards: Writing

W.11-12.2.A,B,C,D,E,F  
W.11-12.3  
W.11-12.4  
W. 11-12.5  
W. 11-12.6  
W. 11-12.9

Primary Focus Standards:

L.11-12.1.A  
L. 11-12.2. A,B  
L. 11-12.3. A  
L. 11-12.4, A,B,C,D  
L. 11-12.5. A,B  
L. 11-12.6

CRP1      CRP7  
CRP2      CRP8  
CRP3      CRP9  
CRP4      CRP10  
CRP5      CRP11  
CRP6      CRP12



## Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit 1
RL.11-12.1      RI. 11-12.1 RL.11-12.2      RI. 11-12.2 RL.11-12.3      RI 11-12.3 RL. 11-12.4      RI 11-12.4 RL. 11-12.6      RI 11-12.6 RI 11-12.7 RI 11-12.8 RI. 11-12.9 RI. 11-12.10  NJSLSA. R1-10	<ol style="list-style-type: none"> <li>1. Group Presentation: <i>The Crucible</i> trial of one of the accused characters.</li> <li>-2. Two Part Benchmark Assessment for: A. <b>Literary Analysis</b> (Origin Myth, Archetype, Political Document/ Symbol, Puritan Plain Style-Syntax/Inversion, Conceit and Sermon. B. <b>Reading Strategy</b> ( Recognize Cultural Details, Analyze Author's Assumptions and Beliefs, Paraphrasing, Adjust Reading Rate and Using Context.</li> <li><u>3. Two-part Unit One Summative Benchmark Assessment (Objective/Short Essay) covering all Literary Analysis and Reading Strategy components of Unit One plus the following skills:</u></li> </ol> <p><u><b>Literary Analysis:</b> Direct and Indirect Characterization, Motive, Dramatic and Verbal Irony Tragedy, Tragic Hero, tragic Flaw, Allegory</u></p> <p><u><b>Reading Strategy:</b> Evaluate the influences of the Historical Period.</u></p>
W.11-12.2 A,B,C,D,E,F W. 11-12.3 W. 11-12.4 W. 11-12. 5 W.11-12.10 W.11-12.9 NJSLSA. W1-10	<ol style="list-style-type: none"> <li>1. Group Presentation: <i>The Crucible</i>, Opening Statement writing assignment for the accused character.</li> <li>2. Benchmark Assessment: Short Essay Question.</li> <li><u>3. Summative Benchmark Assessment. Short Essay Question.</u></li> </ol>
SL. 11-12.1 A,B,C,D SL. 11-12.2 SL. 11-12.3 SL. 11-12.4 SL 11-12.6 <u>NJSLSA. SL.1.-6</u>	<ol style="list-style-type: none"> <li><u>1.Group Presentation: <i>The Crucible</i>.</u></li> <li><u>2. Occasional oral and written assessments.</u></li> </ol>
L. 11-12.1 A L. 11-12.2 A,B L. 11-12.3 A L. 11-12.4. A,B,C,D	<ol style="list-style-type: none"> <li><u>1. Group Presentation: <i>The Crucible</i> trial of one of the accused characters.</u></li> <li><u>2. Two Part Benchmark Assessment for: A. <b>Literary Analysis</b> (Origin Myth, Archetype, Political Document/ Symbol, Puritan Plain Style-Syntax/Inversion,</u></li> </ol>





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**Unit Enduring Questions:**

What do we learn about acceptance from the interaction of the Native Americans and Puritans?

What were the similarities and differences between the Native American and Puritan cultures?

What are the effects of propaganda and mass hysteria on the population?

- Unit Enduring Understandings:**
- **Insert enduring understandings for unit here.**
  - The relationship between literature and place.
  - How literature shapes and/or reflects society.
  - What makes American Literature American.

<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● <b>Insert unit objectives here in the form of student will know.</b></li> <li>● Students will know differences and similarities of Native American and Puritan cultures.</li> <li>● Students will know the effects of propaganda and mass hysteria on the population.</li> <li>● Students will know how themes from early colonial history repeat themselves throughout history.</li> </ul> <p><b>At the completion of this unit, students will know the following literary analysis skills:</b>  <b>Origin Myth, Archetype, Political Document /Symbol, Puritan Plain Style-Syntax/Inversion, Conceit, Sermon, Internal and External Conflict, Biblical Allusions, Direct and Indirect Characterization, Motive, Dramatic and Verbal Irony, Tragedy, Tragic Hero, Tragic Flaw and Allegory.</b></p>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● <b>Insert unit objectives here in the form of student will be able to.</b></li> <li>● Students will be able to construct a resume.</li> <li>● Students will be able to work in teams with their peers.</li> <li>● Students will be able to present work in a group setting.</li> </ul> <p><b>At the completion of this unit, students will be able to work with the following Reading Strategy Skills:</b>  <b>Recognize Cultural Details, Analyze Author’s Assumptions and Beliefs, Paraphrasing, Adjust Reading Rate,Using Context Clues, Dialogue, Stage Directions, Making Predictions and Evaluate the Influences of the Historical Period.</b></p>

<p><b>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 2 Overview</b></p>
<p><b>Content Area: Revolution Era Historical Document, Transcendentalism and the African American Voice</b></p>
<p><b>Unit Title: A Growing Nation</b></p>

**Target Course/Grade Level: English 11th Grade**

**Unit Objective:**

- **Students will study seminal texts, speeches and autobiographies of the Revolutionary period. In addition students will compare core works of the 19th century with 20th century works exploring the African American voice.** Works covered will be taken from Prentice Hall Literature: The American Experience, novels and plays including but not limited to:

**Speech in the Virginia Convention:**

**Patrick Henry**

**Speech in the Convention:**

**Benjamin Franklin**

**The Declaration of Independence:**

**Thomas Jefferson**

**From the American Crisis Number**

**Thomas Paine**

**From the Autobiography of**

**Benjamin Franklin**

**From Poor Richard's Almanac**

**Straw into Gold: The**

**metamorphosis of the Everyday: Sandra  
neros**

**The Devil and Tom Walker:**

**Washington Irving**

**Fall of the House of Usher**

**From Self-Reliance: Emerson**

**From Nature: Emerson**

**From Civil Disobedience:**

**oreau**

**From Self-Reliance: Thoreau**

**Because I Could Not Stop...:**

**kinson**

**The Adventures of Huckleberry**

**n: Twain**

**From Life on the Mississippi:**

**ain**

**From How to Tell a Story: Twain**

**A Raisin in the Sun: Hansberry**

**Context/SAT College-Ready**

**cabulary**

**Interdisciplinary Connections:**

- Students will trace American life, philosophy and politics from the founding of our great nation to the current day. They will see the changes that have occurred throughout our history.

**21st Century Themes, Skills, and Standards:**

Essential (Thematic) Questions:

- 1.What is the relationship between place and literature?
- 2.What makes American Literature American?
- 3.How does literature shape or reflect society?

Technology utilization in the form of online research, papers, presentations and the resume.

21st Century Life and Career Standard 9.2, including review of career goals, modification of student learning plans to support stated career goals and identification of transferable career skills. These skills will be utilized through the construction of the resume.

Primary Focus Standards: Reading

- RL.11-12.1      RI.11-12.1
- RL.11-12.2      RI. 11-12-2
- RL.11-12.3      RI. 11-12.3
- RL.11-12.4      RI. 11-12.4
- RL.11-12.6      RI. 11-12.5
- RI. 11-12.6
- RI. 11-12.7
- RI. 11-12.8
- RI. 11-12.9

Primary Focus Standards: Speaking and Listening

- SL.11-12. A,B,C,D
- SL. 11-12. 2
- SL. 11-12.3
- SL. 11-12.4
- SL. 11-12.6

Primary Focus Standards: Writing

- W.11-12.2.A,B,C,D,E,F
- W.11-12.3
- W.11-12.4
- W. 11-12.5
- W. 11-12.6
- W. 11-12.10
- W. 11-12.9A

Primary Focus Standards:

- L.11-12.1.A
- L. 11-12.2. A,B
- L. 11-12.3. A
- L. 11-12.4, A,B,C,D
- L. 11-12.5. A,B
- L. 11-12.6

- CRP1      CRP3      CRP5      CRP7      CRP9      CRP11
- CRP2      CRP4      CRP6      CRP8      CRP10      CRP12

**Learning Targets**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
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<p>NJSLSA.R1.-10.  RL.11-12.1-6  RI.11-12.1-9</p>	<p>1., <b>Two-part Benchmark Assessment</b> (Objectives/Short Essay)covering Literary Analysis and Reading Strategy Skills from Unit Two plus the following skills:  <b>Literary Analysis:</b> Persuasive Speeches, Persuasion, Autobiography, Aphorisms, Comparing Autobiographies and Characterization, Figurative Language, Metaphor, Synecdoche, Imagery, Tone, Figurative Expression, Analogy, Epic Theme, Free Verse, Long Lines, Catalogues, Anaphora, Diction, and Onomatopoeia.   <b>Reading Strategy:</b> Evaluating Persuasive Appeals, Recognizing Charged Words, Cause and Effect Relationships and Evaluating Social Influences of the Historical Period, Questioning the Text, Analyzing the Author’s Implicit and Explicit Philosophical Assumptions and Adjusting reading Rate.</p>
<p>NJSLSA.W1.-10.  W.11-12.1.A,B,C,D,E  W.11-12.4-6  W.11-12.10  W.11-12.7</p>	<p><b>Research Project:</b> Students will compose a 600-750 word essay answering the following question. <b>Has America become a nation that lives in the grip of mass hysteria?</b> They will research this topic using three outside sources covering current events. This project is designed to reinforce the MLA format, as well as having students used varied and up to date sources to develop an essay that relates to the question at hand.</p>
<p>NJSLSA.SL1.-6.  SL.11-12.1. A,B,C,D  SL.11-12.2-6</p>	<p>As covered in weekly Vocabulary Assignments and in the Projects, Activities and Assignments listed above.</p>
<p>NJSLSA.L1.-6.  L.11-12.1.A  L.11-12.2.A,B  L.11-12.3.A  L.11-12.4.A,B,C,D  L.11-12.5.A,B  L.11-12.6</p>	<p>As covered in weekly Vocabulary Assignments and in the Projects, Activities and Assignments listed above.</p>



**Unit Enduring Questions:**

- **Insert enduring questions for unit here**
- How did the events of the Revolution change/create the American identity?
- Are the ideas and ideals of the Revolution still relevant in the 21st century?
- **How did the outcome of the Revolutionary period affect the different segments of American society.**

**Unit Enduring Understandings:**

- **Insert enduring understandings for unit here.**
- **The effects of the Revolutionary period on modern political discourse.**
- **The different interpretations of our founding documents.**
- The effects of powerful oratory on the minds of the people .



<p><b>Unit Objectives:</b>  <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● <b>Insert unit objectives here in the form of student will know.</b></li> <li>● How powerful writing and oratory can change the course of history.</li> <li>● The effects of the past on the present.</li> <li>● The different interpretations of freedom in America.</li> </ul> <p><b>At the completion of this unit, students will know the following literary analysis skills: persuasive speeches, restatement, repetition, parallelism, rhetorical question, allusions, autobiography, aphorisms, parable, ambiguity, symbol, metaphor, synecdoche, imagery, style, tone, analogy, epic poetry, epic theme, free verse, long lines, catalogues/lists, anaphora, diction/word choice and onomatopoeia</b></p>	<p><b>Unit Objectives:</b>  <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● <b>Insert unit objectives here in the form of student will be able to.</b></li> <li>● Identify the use of rhetorical device in writing and speech.</li> <li>● Pick out an author’s philosophical assumptions and beliefs.</li> <li>● Identify logical fallacy in an argument.</li> </ul> <p><b>At the completion of this unit, students will be able to work with the following reading strategy skills: critique appeals to friendly and hostile audiences, analyze word choice, analyze cause/effect, summarizing, analyzing a writer’s perspective, evaluate the influences of the historical period, drawing inferences, questioning the text, analyze the author’s implicit and explicit philosophical assumptions and adjusting your reading rate.</b></p>

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum  
Unit 3 Overview**

**Content Area:** Civil War to Civil Rights Era Literature

**Unit Title:** Division, Reconciliation and Expansion

**Target Course/Grade Level:** English 11th Grade

**Unit Summary:**

- Students will study diaries, journals, speeches and fiction of American Civil War. They will compare the works covered with Civil Rights era letter and poetry. Works covered will be taken from Prentice Hall Literature: The American Experience including but not limited to:

An Occurrence at Owl Creek Bridge: Ambrose Bierce

Gettysburg Address: Abraham Lincoln

From Mary Chesnut's Civil War

Recollections of a Private: Goss

A Confederate Account of the Battle of Gettysburg: McKim

From Black Boy: Wright

Go Down Moses: Traditional

Swing Low...: Traditional

An Account of an Experience with Discrimination: Truth

I Have a Dream: MLK

Letter From Birmingham City Jail: MLK

Context/SAT vocabulary

**Interdisciplinary Connections:**

- Student's will see the human face of history as they study personal accounts of two important periods of our history. These personal accounts will enlighten students as to how Americans reacted to the events as they unfolded.

**21st Century Themes, Skills, and Standards:**

Essential (Thematic) Questions:

- 1.What is the relationship between place and literature?
- 2.What makes American Literature American?
- 3.How does literature shape or reflect society?

Technology utilization in the form of online research, papers, presentations and the resume.

21st Century Life and Career Standard 9.2, including review of career goals, modification of student learning plans to support stated career goals and identification of transferable career skills. These skills will be utilized through the construction of the resume.

Primary Focus Standards: Reading

RL.11-12.1-7      RI.11-12.1-9  
RL.11-12.9

Primary Focus Standards: Speaking and Listening

SL.11-12. A,B,C,D  
SL. 11-12. 2-4  
SL. 11-12.6

Primary Focus Standards: Writing

W.11-12.2.A,B,C,D,E,F  
W.11-12.3-6  
W.11-12.9A  
W.11-12.10

Primary Focus Standards:

L.11-12.1.A  
L. 11-12.2. A,B  
L. 11-12.3. A  
L. 11-12.4, A,B,C,D  
L. 11-12.5. A,B  
L. 11-12.6

CRP1      CRP3      CRP5      CRP7      CRP9      CRP11  
 CRP2      CRP4      CRP6      CRP8      CRP10      CRP12

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
<p><a href="#"><u>NJSLSA.R1.-.10</u></a>  <a href="#"><u>RL.11-12.1-7</u></a>  <a href="#"><u>RL.11-12.9&amp;.10</u></a>  <a href="#"><u>RI. 11-12.1-.10</u></a></p>	<p>Activities and Assessments covering the following <b>Literary Analysis and Reading Strategy Skills:</b>  <b>LA:</b> Omniscient Point of View, Limited Third-Person Point of View, Stream Consciousness, Diaries, Journals, Refrain, Biblical Allusions, Allegory, Rhetorical Devices, Parallelism, and Antithesis.  <b>RS:</b> Analyzing the Story’s Pattern of Organization, Listening, Analyzing the Author’s Implicit and Explicit Philosophical Assumptions, Identifying Two or More Main Ideas and Supporting Details.</p>
<p><a href="#"><u>NJSLSA. W1.-.10</u></a>  <a href="#"><u>W.11-12.1.-.10</u></a></p>	<p><b>Analysis Essay:</b> Using various texts covered during the course the year, Students will compose a 600-750 word essay analyzing common themes found In American literature.</p>
<p><a href="#"><u>NJSLA. SL1.-6.</u></a>  <a href="#"><u>SL.11-12.1.-6.</u></a></p>	<p><b>Presentation</b> Using our study of the various interpretations of the “American Dream, students will give a 7-10 minute “Ted-X” style talk on their</p>



**Unit Enduring Questions:**

- **Insert enduring questions for unit here**
- How did the Civil War help shape America?.
- What was the experience of women during the Civil War?
- How are the ideas formed during the Civil War, reflected during the Civil Rights Movement?

**Unit Enduring Understandings:**

- **Insert enduring understandings for unit here.**
- How the war and the ever quickening **pace of technology changed the direction of the country.**
- How writers and historians helped Americans understand the changing world.
- How the second half of the 19th century changed the course of race relations throughout the 20th century and beyond.

<p><b>Unit Objectives:</b>  <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● <b>Insert unit objectives here in the form of student will know.</b></li> <li>● How diaries and journals help us better understand how individuals dealt with the great events of history.</li> <li>● Why the events of the Civil War are still relevant today.</li> <li>● How point of view affects the reader's perception of a character in a story.</li> </ul> <p><b>At the completion of this unit, students will know the following literary analysis skills:</b>  <b>Omniscient Point of View, Limited Third-Person Point of View, Stream of Consciousness, Diaries, Journal, Refrain, Biblical Allusions, Allegory, Rhetorical Devices: Parallelism and Antithesis, Organizational Structure/Support, Lists</b></p>	<p><b>Unit Objectives:</b>  <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● <b>Insert unit objectives here in the form of student will be able to.</b></li> <li>● See and understand the polarizing effect of Confederate imagery in the modern world.</li> <li>● Recognize the long term effects of the war on race relations.</li> <li>● Understand the difference between primary and secondary source documentation.</li> </ul> <p><b>At the completion of this unit students will be able to work with the following reading strategies skills:</b>  <b>Analyzing the Story's Pattern of Organization, Listening, Analyzing the Author's Implicit and Explicit Philosophical Assumptions, and Identifying Two or More Main Ideas and Supporting details.</b></p>	

<p><b>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum  Unit 4 Overview</b></p>
<p><b>Content Area: Early 20th century literature including pre depression era, depression era and Harlem Ren. era works.</b></p>
<p><b>Unit Title: Disillusion, Defiance and Discontent</b></p>

**Target Course/Grade Level: English 11th Grade**

**Unit Summary:**

- Students will study early 20th century American Literature to determine the effects of the Great Depression on American life and culture. Works covered will be taken from Prentice Hall Literature: The American Experience and novels including but not limited to:

The Love Song of Alfred J. Prufrock: T.S. Eliot

Winter Dreams: F. Scott Fitzgerald

The Turtle from The Grapes of Wrath: Steinbeck

Dust Bowl Blues: Woody Guthrie

From A white Heron: Jewett

The Negro Speaks of Rivers/ I, Too? Dream Variations: Hughes

The Great Gatsby: Fitzgerald

Context/SAT vocabulary

Primary Focus Standards: Reading

R.L.11-12.1-6

R.L.11-12.9&10

R.I. 11-12.1

R.I. 11-12.3

R.I. 11-12.10

Primary Focus Standard: Speaking and Listening

S.L.11-12.1.A, B,C,D

S.L.11-12.2-6

Primary Focus Standards: Writing

W.11-12.2 A, B, C, D, E, F

W. 11-12.4-6

W. 11-12.10

W. 11-12.9

Primary Focus Standards: Language

L.11-12.1.A

L.11-12.2. A,B

L.11-12.3.A

L.11-12.4.A,B,C,D

L.11-12.5.A,B

L.11-12.6

CRP1

CRP3

CRP5

CRP7

CRP9

CRP11

CRP2

CRP4

CRP6

CRP8

CRP10

CRP12



**Interdisciplinary Connections:**

- Students will understand the changes in American life brought on by the technological advances of the 20th century, WWI and the Great Depression.

**21st Century Themes, Skills, and Standards:**

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of the online PARCC Assessment, YouTube, research and research.
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
NJSLSA.R1.-10 RL.11-12.1-6 RL.11-12.9-10 RI.11-12.1,3,10	Activities and Assessments covering the following <b>Literary Analysis and Reading Strategy Skills:</b> <b>LA:</b> Dramatic Monologue, Allusions, Characters, Flat and Round Characters, Direct Characterization, Indirect Characterization, Allegory and Theme. <b>RS:</b> Adjust Reading Rate, Draw Inferences, Analyze Patterns of Symbolism.
NJSLSA.W1-10 W.11- 2.A,B,C,D,E,F W.11-12.4-6 W.11-12.10 W.11-12.8	<b>Argumentative Essay:</b> After reading “ <i>The Love Song of J, Alfred Prufrock</i> and <i>The Great Gatsby</i> , compose an essay discussing Whether you agree or disagree with the following statement: Prufrock and Gatsby have similar characters. Use at least three Examples of textual evidence to support your position.
NJSLSA.SL1-6 SL.11-12.1. A,B,C,D SL.11-12.2-6	As covered in weekly Vocabulary Assignments and in the Projects, Activities and Assignments listed above.

NJSLSA.L1.-6 L.11-12.1.A L.11-12.2.A.B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L. 11-12.6	As covered in weekly Vocabulary Assignments and in the Projects, Activities and Assignments listed above.

<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"><li>● <b>Insert enduring questions for unit here</b></li><li>● What are the similarities and differences between the Great Depression of the 20th century and the Great Recession of the 21st century?</li><li>● To what extent does popular culture play in our understanding of these two events?</li><li>● <b>What do we take away from these two events, and how can we avoid these situations moving forward?</b></li></ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>● <b>Insert enduring understandings for unit here.</b></li><li>● The effects of economy on morale.</li><li>● Government's role in creating and solving these issues?</li><li>● <b>Individual roles in creating and solving these issues.</b></li></ul>

<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Insert unit objectives here in the form of student will know.</li> <li>● How the Harlem Renaissance changed popular culture.</li> <li>● How authors use flat characters to further the plot.</li> <li>● How and why classic literature holds relevance in the modern world.</li> </ul> <p><b>At the completion of this unit, students will know the following literary analysis skills:</b> <b>Dramatic Monologue, Allusions, Characters: Flat and Round Characters, Direct Characterization, Indirect Characterization, Allegory and Theme</b></p>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Insert unit objectives here in the form of student will be able to.</li> <li>● Use inference to extrapolate the deeper meaning and symbolism of an author's work.</li> <li>● Recognize allusion and understand its meaning in relation to the author's work.</li> <li>● Adjust their reading rate to maximize understanding of the text while conserving time to complete work in conjunction with the reading.</li> </ul> <p><b>At the completion of this unit, students will know the following reading strategy skills:</b> <b>Adjust Your Reading Rate, Draw Inferences about Characters and Analyze Patterns of Symbolism</b></p>	

<p><b>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning</b></p>
<p><b>Specific Formative Assessments Utilized in Daily Lessons: Including, but not limited to:</b></p> <ul style="list-style-type: none"> <li>● Kahoot</li> <li>● Newsela</li> <li>Student Conference</li> <li>Observation</li> <li>Self-Assessment</li> <li>Quiz</li> <li>Journal Entry</li> <li>Think-Pair-Share</li> <li>Think-Write-Pair-Share</li> <li>Oral Questioning</li> <li>3-2-1</li> </ul>

Quick Writes

**Summative Assessment Utilized throughout Units:**

- QBA's
- 4 Benchmark Assessments given at the end of each Marking Period. Dates to be determined by the school calendar.

**Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:**

Teacher tutoring

Peer tutoring

Cooperative Learning Groups

Modified Assignments

Differentiated Instruction

Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))

Follow all IEP and 504 modifications

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

[Life and Career Standards](#)

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

**Project-based Learning Tasks:**

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**Vocabulary:**

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

**The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

**Technology:**

- Students must engage in technology applications integrated throughout the curriculum.
- Google docs
  - Kahoot
  - YouTube
  - TeacherTube
  - Turnitin.com
  - Newsela
  - Schmoop
  - PowerPoint

**Resources:**

- Ancillary resources and materials used to deliver instruction are included below:

Various News Sources utilized in order to keep students up to date with current events in American Society.

Various Online sites used to for both instruction and practice including but not limited to: YouTube, TeacherTube, Kahoot, Newsela, Google Docs and turnitin.com



## Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

### Low Prep Strategies (add to list as needed)

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/ product</b>	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas

<b>Jigsaw</b>	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).

<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
<b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</b>	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

**Curriculum development Resources/Instructional Materials:**

- List or Link Ancillary Resources and Curriculum Materials Here:
- The Adventures of Huckleberry Finn -Mark Twain
  - The Great Gatsby -F. Scott Fitzgerald
  - Of Mice and Men -John Steinbeck
  - A Raisin in the Sun -Lorraine Hansberry
  - Context/SAT College Ready Vocabulary

**Board of Education Approved Text(s)**

- Prentice Hall Literature: The American Experience

