

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 21st century skills, integration of technology, and integration of 21st 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](#)

Lower Cape May Regional School District

Language Arts

11th Grade

Interdisciplinary Connections

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

Integration of Technology

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. • 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

21st Century Skills

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

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Career Education

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. • 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.

9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.

9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.

9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.

9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).

9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income. • 9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.

9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

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
41 Days**

Unit 2: A Growing Nation

**Beginning of November to end of January
52 Days**

Unit 3: Division, Reconciliation and Expansion

**Beginning of February to end of April
56 Days**

Unit 4: Disillusion, Defiance and Discontent

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

Date Created: August 1, 2017

Board Approved On: 09/26/19

Date Revised: 07/2019

**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 start the year with a personal narrative writing assignment so the teachers can get a feel for student interests and writing abilities.

Next, 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

Learning Targets

CPI#	Cumulative Progress Indicators (CPI) for Unit 1
RL.11-12.1 RL.11-12.1 RL.11-12.2 RL.11-12.2	1. Group Presentations: <i>The Crucible</i> trail of one accused

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

	<p>following skills:Literary Analysis: Direct and Indirect Characterization Motive Dramatic and Verbal Irony Tragedy, Tragic Hero, tragic Flaw, Allegory Reading Strategy: Evaluate the influences of Historical Period.</p> <p>4. Occasional oral and written assessments.</p>
<p>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 propoganda and mass hysteria on the population?</p>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The relationship between literature and place. ● How literature shapes and/or reflects society. ● What makes American Literature American.
<p>Unit Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Students will know differences and similarities of Native American and Puritan cultures. ● Students will know the effects of propoganda and mass hysteria on the population. ● Students will know how themes from early colonial history repeat themselves throughout history. <p>At the completion of this unit, students will know the following literary analysis skills: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.</p>	<p>Unit Objectives: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Students will be able to construct a resume. ● Students will be able to work in teams with their peers. ● Students will be able to present work in a group setting. <p>At the completion of this unit, students will be able to work with the following Reading Strategy Skills:</p> <p>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.</p>

Voice

Unit Title: A Growing Nation

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 18th and 19th century with 20th century works exploring rules, order, technology and modernization. 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 1: Thomas Paine

From the Autobiography of Benjamin Franklin

From Poor Richard's Almanac: Benjamin Franklin

Straw into Gold: The Metamorphosis of the Everyday: Sandra Cisneros

The Devil and Tom Walker: Washington Irving

From The Song of Hiawatha

Fall of the House of Usher

From Self-Reliance: Emerson

From Nature: Emerson

From Civil Disobedience: Thoreau

From Self-Reliance: Thoreau

Because I Could Not Stop...: Dickinson

Fahrenheit 451: Bradbury

From Life on the Mississippi: Twain

From How to Tell a Story: Twain

A Raisin in the Sun: Hansberry

Context/SAT College-Ready Vocabulary

Learning Targets	
CPI#	Cumulative Progress Indicators (CPI) for Unit
NJSLSA.R1.-10. RL.11-12.1-6 RI.11-12.1-9	<p>1., Two-part Benchmark Assessment (Objectives/Short Essay) covering Literary Analysis and Reading Strategy Skills from Unit Two plus the following skills:</p> <p>Literary Analysis: 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.</p> <p>Reading Strategy: 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>
SLSA.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>Research Project: Students will compose a 600-750 word essay answering the following question. Has America become a nation that lives in the grip of mass hysteria?</p> <p>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>
NJSLSA.SL1.-6. SL.11-12.1. A,B,C,D SL.11-12.2-6	<p>As covered in weekly Vocabulary Assignments and in the Projects, Activities and Assignments listed above.</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>As covered in weekly Vocabulary Assignments and in the Projects, Activities and Assignments listed above.</p>
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How did the events of the Revolution change/create the 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The effects of the Revolutionary period on modern political discourse.

<p>American identity?</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The different interpretations of our founding documents. • The effects of powerful oratory on the minds of the people .
<p>Unit Objectives:</p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> • How powerful writing and oratory can change the course of history. • The effects of the past on the present. • The different interpretations of freedom in America. <p>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</p>	<p>Unit Objectives:</p> <p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Identify the use of rhetorical device in writing and speech. • Pick out an author’s philosophical assumptions and beliefs. • Identify logical fallacy in an argument. <p>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.</p>

Lower Cape May Regional School District (11th ELA) 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
My Bondage My Freedom: Fredrick Douglass

Context/SAT vocabulary

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
NJSLSA.R1.-.10 RL.11-12.1-.7 RL.11-12.9&.10 RI. 11-12.1-.10	Activities and Assessments covering the following Literary Analysis and Reading Strategy Skills: LA: Omniscient Point of View, Limited Third-Person Point of View, Stream of Consciousness, Diaries, Journals, Refrain, Biblical Allusions, Allegory, Rhetorical Devices, Parallelism, and Antithesis. RS: 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.
NJSLSA. W1.-.10 W.11-12.1.-.10	Analysis Essay: Using various texts covered during the course the year, Students will compose a 600-750 word essay analyzing common themes found In American literature.
NJSLA. SL1.-6. SL.11-12.1.-6	Presentation Using our study of the various interpretations of the “American Dream, students will give a 7-10 minute “Ted-X” style talk on their Interpretation of The American Dream.
NJSLA L.1.-6 L.11-12.1-12.1-6	As covered in weekly Vocabulary Assignments and in the Projects, Activities and Assignments listed above.
Unit Enduring Questions: <ul style="list-style-type: none"> ● 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 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● 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>Civil Rights Movement?</p>	
<p>Unit Objectives:</p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● How diaries and journals help us better understand how individuals dealt with the great events of history. ● Why the events of the Civil War are still relevant today. ● How point of view affects the reader's perception of a character in a story. <p>At the completion of this unit, students will know the following literary analysis skills:</p> <p>Omniscient Point of View, Limited Third-Person Point of View, Stream of Consciousness, Diaries, Journal, Autobiography, Refrain, Biblical Allusions, Allegory, Rhetorical Devices: Parallelism and Antithesis, Organizational Structure/Support, Lists</p>	<p>Unit Objectives:</p> <p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● See and understand the polarizing effect of Confederate imagery in the modern world. ● Recognize the long term effects of the war on race relations. ● Understand the difference between primary and secondary source documentation. <p>At the completion of this unit students will be able to work with the following reading strategies skills:</p> <p>Analyzing the Story's Pattern of Organization, Listening, Analyzing the Author's Implicit and Explicit Philosophical Assumptions, and Identifying Two or More Main Ideas, Purpose for Reading: Historical Influences and Supporting details.</p>

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

Unit 4 Overview

Content Area: Early 20th century literature including pre depression era, depression era and Harlem Ren. era works

Unit Title: Disillusion, Defiance and Discontent

Target Course/Grade Level: English 11th Grade

Unit Summary:

- Students will early 20th century American Literature to determine the effects of the Great Depression on 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: Jerwett

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

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

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 Literary Analysis and Reading Strategy Skills: LA: Dramatic Monologue, Allusions, Characters, Flat and Round Characters, Direct Characterization, Indirect Characterization, Allegory and Theme. RS: Adjust Reading Rate, Draw Inferences, Analyze Patterns of Symbolism.
NJSLSA.W1-10 W.11-12.2.A,B,C,D,E,F W.11-12.4-6 W.11-12.10 W.11-12.8	Argumentative Essay: 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.
Unit Enduring Questions: <ul style="list-style-type: none"> ● What are the similarities and differences between the Great Depression of the 20th century and the Great Recession of the 21st century? ● To what extent does popular culture play in our understanding of these two events? ● What do we take away from these two events, and how can we avoid these situations moving forward? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● The effects of economy on morale. ● Government’s role in creating and solving these issues? ● Individual roles in creating and solving these issues.

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

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

Evidence of Learning

Specific Formative Assessments Utilized in Daily Lessons, including, but not limited to:

- Kahoot
- Newsela
- Student Conference
- Observation
- Self-Assessment
- Quiz
- Journal Entry
- Think-Pair-Share
- Think-Write-Pair-Share
- Oral Questioning
- 3-2-1
- Quick Writes

Summative Assessment Utilized throughout Units:

- QBA's

Benchmarks

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

Alternative Assessments

- Performance Based Assessments/ Oral assessments

Modifications for ELL's

Teacher tutoring

Peer tutoring

Response to Intervention (www.help4teachers.com)

Follow all IEP and 504 modifications

Modifications for Special Education

Cooperative Learning

Differentiated Assignments

Provide Notes

Modifications for 504

Allow extra time

Assign reading at appropriate reading level

Modifications for Students at Risk of Failure

Have a Parent/Teacher Log

Allow extra time to submit work

Provide tutoring

Modifications for Gifted and Talented Students.

Allow students choice in assignments

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 NJSL 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

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