

ELA American Literature

CURRICULUM GUIDE

2019-2020

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SCHOOL PHILOSOPHY AND MISSION:

As a child-centered school, Academy Charter High School is dedicated to providing a challenging, nurturing environment in which each child's social and academic potential is maximized. The students who graduate from ACHS will have the self-esteem, self-discipline, intellectual curiosity and critical thinking skills to maintain their status as lifelong learners.

PURPOSE AND VISION:

The purpose of the Academy Charter High School English-Language Arts (ELA) Curriculum Guide is to provide a blueprint for organizing instructional strategies, methodologies and activities that provide an opportunity for every child to meet and exceed the New Jersey Student Learning Standards. It will guide the implementation of the standards by specifying the design of instructional materials, curriculum and instructional strategies. The standards designate what to teach at specific grade levels, and this guide provides procedures and selected research-based approaches for implementing instruction to meet the diverse needs of the student population, including those with special learning needs and whose native language is other than English.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is to cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:

- Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
- Provide student outcomes that are developmentally appropriate and measurable
- Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
- Present the Key Elements of content and skills for the purpose of creating an environment of Enduring Understanding through
- Essential Questions and student-centered learning scenarios
- Provide resources of Best Practices from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:

- Exploration & Discovery
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning stations

The English Language Arts Literacy Curriculum Guide provides a balanced and comprehensive approach that focuses on:

- Explicit teaching of skills as a means of supporting mastery of standard English conventions, comprehension strategies and communication skills to cultivate competent learners
- Acquisition of literacy skills to support efficient readers, writers, speakers, listeners and viewers
- Engagement of students in activities that provide opportunities for students to participate in problem-solving using inquiry skills
- A variety of literary genres to create well rounded readers
- Differentiated instructional strategies to address diverse learning styles and needs
- Project-based, authentic learning activities
- Instructional practices delivered in meaningful contexts in order to enable students to preserve the learning for future use or transfer to other learning activities
- The use of technology as a tool for learning to develop 21st century learners
- Intentional, explicit and systematic instruction in fluency, comprehension, and vocabulary development

Content Area	English Language Arts - American Literature
Interdisciplinary Connections	The updated curriculum documents to reflect interdisciplinary connections. Activities, assessments and/or differentiation strategies were highlighted and coded the specific content area. (Interdisciplinary Connections)
Core Instructional Materials (including digital tools)	<i>The Interesting Narrative of the Life of Olaudah Equiano, Narrative of Frederick Douglass, The Crucible, A Raisin in the Sun, and America.</i> Specific supplemental instructional materials are located within each unit below. All students are also supplied with a Chromebook with internet access.
21st Century Themes and Skills	<p>Students completing American Literature will develop the following 21st Century Skills and Themes:</p> <p>Themes:</p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy <p>Skills:</p> <p><u>Learning and Innovation Skills</u></p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> - Think creatively, work creatively with others <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> - Reason effectively, use systems thinking, make judgements and decisions, solve problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> - Communicate clearly, collaborate with others <p><u>Information, Media and Technology Skills</u></p> <p>Information Literacy</p> <ul style="list-style-type: none"> - Access and evaluate information, use and manage information <p>Media Literacy</p> <ul style="list-style-type: none"> - Analyze media products <p>ICT Literacy</p> <ul style="list-style-type: none"> - Apply technology effectively

	<p><u>Life and Career Skills</u></p> <p><u>Flexibility and Adaptability</u></p> <ul style="list-style-type: none"> - Adapt to varied roles, job responsibilities, schedules and contexts - Be Flexible: Incorporate feedback effectively; deal positively with praise, setbacks, and criticism; understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments <p><u>Initiative and Self-Direction</u></p> <ul style="list-style-type: none"> - Manage goals and time, work independently, be self-directed learners <p><u>Social and Cross-Cultural Skills</u></p> <ul style="list-style-type: none"> - Interact effectively with others, work effectively in diverse teams <p><u>Productivity and Accountability</u></p> <ul style="list-style-type: none"> - Manage projects and produce results <p><u>Leadership and Responsibility</u></p> <ul style="list-style-type: none"> - Guide and lead others, be responsible to others
<p>Career Readiness Practices and Standards</p>	<p>Students completing American Literature will develop the following Career Readiness Practices and Standards:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals.</p> <p>9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>

	<p>9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</p>	<p>Upon completion of American Literature, students will have developed the following NJSLS Technology Standards:</p> <p>8.1.12.A.3 – Collaborate in online courses, learning communities, social networks or virtual worlds to discuss the resolution to a problem or issue</p> <p>8.1.12.C.1 – Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community</p> <p>8.1.12.E.1 – Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources</p> <p>8.1.12.F.1 – Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and social needs</p>
<p>New Jersey Student Learning Standards (NJSLS)</p>	<p><i>Reading Literature</i></p> <p>Key Ideas and Details</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Craft and Structure</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11-12.8. 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 (e.g., The Federalist, presidential addresses).

RI.11-12.9. 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.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

Writing

Text Types and Purposes

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

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
 - B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

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

Speaking and Listening

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

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in

presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

	<p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Pacing Guide	Unit	Timeframe
	1. The Gathering of Voices	4-5 weeks
	2. A Nation is Born	4-5 weeks
	4. Disillusion, Defiance, and Discontent	4-5 weeks
	5. Short Stories and Essays	4-5 weeks
Resource	<p>Students in Resource English are exposed to texts that are the same or similar in content, but are scaled to students' Lexile and comprehension levels. Texts may include, but aren't limited to the adapted version of core texts and graphic novels of core texts. Additionally, students in Resource English may have a modified pacing guide to meet the needs of individual students.</p>	
Benchmark Assessments	<p>All students take standardized midterms and finals. Other assessments are indicated throughout the units of study.</p>	

**Unit 1:
The Gathering of Voices / The New World**

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP1; CRP2; CRP4; CRP9; CRP11; CRP12; 9.1.12.A.5

NJSLS Technology: 8.1.12.A.3

Interdisciplinary Connections: Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3

Approximate Time Frame: 4-5 weeks

Big Ideas:

- Forming community;
- Religious norms and cultures;
- Audience / perspectives

Essential Questions:

- How do our perceptions of ourselves, as individuals and as members of a community, shape how we make sense of and interact with what is new or mysterious to us?
- How does the intended audience influence the language of a piece of literature?
- How can religion function as both benign and malevolent force in society?
- What are the different cultures represented in early America and how are they relating to each other in a forming nation?
- In what way is the play The Crucible still relevant today?

Enduring Understandings:

- The literature of the New World reflects an emerging American culture whose identity was deeply rooted in religious belief.
- The literature of American Indians is researched from various perspectives of different tribal nations and how they coalesce with the early American colonists.

AMERICAN INDIAN MYTHS

RELEVANT RESOURCES/MATERIALS/CPIs

<p style="text-align: center;">Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p style="text-align: center;">Tier 1 CPIs: RI.11-12.4. RL.11-12.4 L.11-12.6.</p>
<ul style="list-style-type: none"> ● Relevant historical information for Early American Literature. ● Elements of lyric poetry. ● Definitions of lyric, hyperbole, paradox, analogy, and extended metaphor. ● Definition of myth. ● Recognize Native American oral tradition as part of the American literary tradition. ● Define vocabulary from text selections. 	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html ● http://www.historyplace.com/unitedstates/revolution/rev-early.htm ● “Native American Traditions” (p. 7 IT) ● <i>Native American Cultures Across the United States:</i> <http://edsitement.neh.gov/lesson-plan/native-american-cultures-across-us. ● <i>National Museum of the American Indian</i> http://nmai.si.edu/home/ ● <i>Native American Art at the Newark Museum:</i> http://www.nativeart.net
<p style="text-align: center;">Tier 2 Activities/Strategies (Application/Analysis)</p>	<p style="text-align: center;">Tier 2 CPIs: L.11-12.6. RL.11-12.4 RL.11-12.6.</p>
<ul style="list-style-type: none"> ● Perform a close reading (annotation of texts). ● Write a personal narrative with a structure and content that attends to purpose and audience. ● Write an analogy. ● Write an extended metaphor. ● Analyze the structure and content of narrative writing and lyric poetry in order to identify the theme, tone and purpose. ● Recognize and interpret poetic devices in a lyric poem. ● Listen to music of an American Indian culture. 	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● http://www.youtube.com/watch?v=koiLQhlumnw – When Grizzlies Walked Upright ● http://www.youtube.com/watch?v=ZOxrvbA_KCE – Earth on Turtle’s Back

Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.11-12.7. W.11-12.8. SL.11-12.2. SL.11-12.4
<ul style="list-style-type: none"> ● Create and present a poster board / powerpoint of an American Indian Tribe that details that tribe's culture, system of government, symbolism, and any compare and contrasting of other tribes and cultures of that time period. ● Depict a text in a visual (comic strip, painting, drawing). ● Create a map with a narrative story of the journey or settlement based on the information supplied by the text. 	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> ● Poster board materials ● Story map
STUDENT WORK PRODUCTS/ ASSESSMENTS: Tests and Quizzes – American Indian quizzes on literature, Projects – Poster board projects of American Indian Tribes; Timelines; Conspiracy Theory Project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for Google Slides/PowerPoint, story mapping, and defining words

<i>THE CRUCIBLE</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RL.11-12.9
<ul style="list-style-type: none"> ● Relevant historical information for Early American Literature. ● Note taking on Powerpoint on Puritan plain style. Link to powerpoint below. ● Elements of narrative structure. 	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> ● <u>The Crucible</u>, historical videos on Colonial America http://www.youtube.com/watch?v=YmYEtdcvM0A ● http://www.slideshare.net/KimberlyCastillo/puritan-powerpoint-real?related=1 – Powerpoints on The Crucible ● http://asbamericanlit.edublogs.org/files/2011/10/21078735-The-Crucible-Arthur-Miller-2hmdzot.pdf ● http://www.nytimes.com/books/00/11/12/specials/miller-crucible53.html

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: W.11-12.9 RL.11-12.3.
<ul style="list-style-type: none"> ● Perform a close reading (annotation of texts). ● Complete a character motivation chart for <i>The Crucible</i> ● Complete a plot graphic organizer of <i>The Crucible</i> 	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> ● Prentice Hall Literature: The American Literature Volume 1; <u>The Crucible</u> by Arthur Miller
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: SL.11-12.4 W.11-12.7. W.11-12.9
<ul style="list-style-type: none"> ● Research McCarthyism and various historical conspiracies. Create a modern day conspiracy theory based on a current event in the news. Write a journalistic news article that would make a trendy magazine or popular culture tabloid show. Explain what the conspiracy is, who the major players are, how is it resolved, and why would people be interested in it. ● Create a timeline of historical Colonial America that interprets not only dates and events, but the relevancy of those dates to that time period. 	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> ● http://www.gradesaver.com/the-crucible/study-guide/essay-questions/ - suggested essay questions for The Crucible
STUDENT WORK PRODUCTS/ ASSESSMENTS: <i>The Crucible</i> quizzes and Unit tests, Writing Assignments – The Crucible essay prompts	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers to create a timeline, complete organizers, and Google Slides/PowerPoint

**Unit 2:
A Nation is Born**

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

Approximate Time Frame: 4-5 weeks

Big Ideas:

- Famous speeches;
- aphorisms;
- contrasting issues in society.

Essential Questions:

- What were the early struggles of building a nation in America?
- Who were the key leaders in building America as a nation and why?
- What major people were influential to building the nation and why?
- Why are virtues and morals important in leadership positions as well as in starting new initiatives.
- How can language and structure be used to support a point of view?
- How does the intended audience and topic of a work of literature influence a writer's rhetorical choices?
- How has argument been used to further the cause of liberty and freedom for disenfranchised citizens throughout the early 19th century?

Enduring Understandings:

- Effective argument, instrumental in securing our independence from Great Britain and basic human rights throughout our history, remains a powerful tool in our democracy.
- Analyzing media as a persuasive tool – visual, journalistic, and through technology.

BEN FRANKLIN - POOR RICHARD'S ALMANAC / BIO	RELEVANT RESOURCES/MATERIALS/CPIs
<p style="text-align: center;">Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p style="text-align: center;">Tier 1 CPIs: L.11-12.6. RI.11-12.5. L.11-12.5. RI.11-12.9</p>
<ul style="list-style-type: none"> ● Read and identify major historic moments in time from 1750-1800 ● Define key terms: avarice, aphorism, biography, autobiography, nonfiction vs. fiction, temperance, frugality, justice, morality, virtues, vigil, vigilance, arduous; felicity; foppery; disposition; squander; proverbs ● Annotate texts to identify the specific voice and purpose of the texts. ● Annotate text to identify who the audience is. 	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● “from The Autobiography of Benjamin Franklin” by Benjamin Franklin ● “from Poor Richard’s Almanac” by Benjamin Franklin ● “Letters from an American Farmer” by Hector St. Jean de Crevecoeur ● “Benjamin Franklin: Scientist and Inventor” ● “Loyalists in the American Revolution” ● Prentice Hall <u>The American Experience</u> Textbook
<p style="text-align: center;">Tier 2 Activities/Strategies (Application/Analysis)</p>	<p style="text-align: center;">Tier 2 CPIs: RI.11-12.9. RI.11-12.5. RI.11-12.6. RI.11-12.7.</p>
<ul style="list-style-type: none"> ● Research the time period of this early nation that Ben Franklin lives in. ● What is Franklin’s definition of moral perfection? ● Discuss and analyze Ben Franklin’s major accomplishments and his weaknesses. ● Analyze and discuss how Franklin’ character, how he views self-improvement. 	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● http://www.biography.com/people/benjamin-franklin-9301234/videos/benjamin-franklin-full-episode-2073416372 - Ben Franklin video ● https://www.youtube.com/watch?v=r4kbGEF2AZM – Slave ship conditions ● http://www.ushistory.org/FRANKLIN/info/ ● <i>Benjamin Franklin:</i> http://www.pbs.org/benfranklin/ ● http://www.pbs.org/wgbh/aia/part1/1p277.html - African slave ship article

Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.11-12.2. W.11-12.3. W.11-12.4.
<ul style="list-style-type: none"> ● Create original 10 aphorisms and paraphrase each aphorism. ● Create 10 of your own virtues after reading Franklin’s virtues and explanations of his time. Provide specific examples of how you will use each virtue in specific situations of your life. 	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> ● Writing material/computer
STUDENT WORK PRODUCTS/ ASSESSMENTS: Unit tests and quizzes on each piece of literature, Aphorisms and virtues writing projects	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers to complete research and writing assignments

<i>THE INTERESTING NARRATIVE OF THE LIFE OF OLAUDAH EQUIANO or NARRATIVE OF FREDERICK DOUGLASS</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RI.11-12.4. RI.11-12.7. RI.11-12.9.
<ul style="list-style-type: none"> ● KWL chart of African and African American slavery history. ● Read the introductory paragraph about William L. Andrews that discusses historical linkages between white and black writers in the formation of American literature, African American literature, and Southern literature. ● Define key vocabulary – loathsome, pestilential, copious, improvident, avarice, pacify. 	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> ● KWL chart ● William L. Andrews introduction
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: RL.11-12.4. RL.11-12.9.
<ul style="list-style-type: none"> ● Read the excerpt of the slave narrative analyzing tone, narrative voice, and various injustices that are presented in the passage. 	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> ● <i>The Interesting Narrative of the Life of Olaudah Equiano</i> ● <i>Narrative of Frederick Douglass</i>

<ul style="list-style-type: none"> • Watch and describe the conditions of slave ship conditions 	
<p style="text-align: center;">Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p style="text-align: center;">Tier 3 CPIs: W.11-12.3.</p>
<ul style="list-style-type: none"> • Write your own narrative response letter to one of the slave narrative authors to assimilate their experience with a current oppressive experience. 	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> • <i>The University of North Carolina at Chapel Hill: The Writing Center</i> - http://writingcenter.unc.edu/handouts/argument/ • <i>Logic in Argumentative Writing</i> - http://owl.english.purdue.edu/owl/resource/659/01/
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS: Unit tests and quizzes on each piece of literature, Narrative Essay Letter,</p>	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for reading, research, and writing task.</p>

**Unit 3:
Disillusion, Defiance, and Discontent**

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

Approximate Time Frame: 4-5 weeks

Big Ideas:

- Cultural and racial identity;
- inter-generational conflicts;
- American dream;
- Morality
- Identity,
- community,
- race,
- gender,
- Religion,
- class,
- ethnicity

Essential Questions:

- How does one's race, class, and/or gender influence an individual's goals or aspirations?
- How do stereotypes of one's race, class, and/or gender influence an individual's goals or aspirations?
- How do individuals determine or understand their place in society?

- What is the role of money in attaining the American Dream?
- When does pragmatism outweigh pride?
- How can we exercise our individual will within the constraints of a society?
- How can we use our instincts and emotions to inform us about our world and our choices?
- How do the politics of gender, race, religion, and/or class influence an individual's choices?
- How does an individual negotiate his personal desires with a community's sense of morality when they are in conflict?
- How do we, as individuals find community in both a homogenous and diverse populations alike?

Enduring Understandings:

- Achieving individual goals often requires overcoming barriers
- Stereotypes can be limiting and should be confronted and questioned
- The American Dream represents an often unfulfilled promise that nonetheless should and can be struggled for
- Money creates many opportunities and conflicts in the pursuit of the American Dream
- Understand African American feminist theory in relation to the novel.
- Gender, race, religion, and class are inextricably linked to how an individual exercises his or her personal freedom in America.
- An individual may try to make sense of his or her world through his or her relationship with nature (environment), his or her intuition, and his or her emotions rather than his or her reason alone.
- Understand informational text and media through research on teenage issues of foster care, abandonment, etc.

<i>A RAISIN IN THE SUN</i>	RELEVANT RESOURCES/MATERIALS/CPIs
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 CPIs: RL.11-12.4. RL.11-12.5</p>
<ul style="list-style-type: none"> ● Define key vocabulary in the play ● Read a biographical narrative of Lorraine Hansberry to identify the author's purpose of writing the play. ● Assign roles of characters and read and act out text in order to comprehend setting, plot, character motives, conflicts, and how conflicts are resolved. 	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● A Raisin in the Sun by Lorraine Hansberry ● http://www.cswnet.com/~menamc/langston.htm - <i>A Dream Deferred</i> by Langston Hughes ● http://www.shmoop.com/harlem-dream-deferred/harlem-summary.html - Analysis of <i>A Dream Deferred</i>
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 CPIs: RI.11-12.3. RI.11-12.7</p>

	RI.11-12.9
<ul style="list-style-type: none"> ● Research the historical context of the play to establish cultural norms of society, stereotypes of race and class values. In doing so, students will determine the meaning of the play and how it reflects the society the play exists in. See links below to Plessy vs. Ferguson case summary and PBS video. ● Students will use graphic organizers to analyze character traits / personalities / choices and ways these choices determine the plot / conflict throughout the reading of the play. ● Students will brainstorm through research and creative thinking about what the American Dream was like for the Younger family in the play. Brainstorm and analyze in writing what each student’s American dream is in the context of their life right now. Are there any similarities / differences? Discuss both writing aspects. ● Students will read and analyze Langston Hughes’ <i>A Dream Deferred</i>. Students will focus on the line by line analysis, author’s point of view, and thematic context of the American dream in relation to the play, as well as the context of the Post Civil Rights era. ● Students will research the history of Chicago’s Southside during World War II and identify how the city is segregated. 	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● http://www.youtube.com/results?search_query=a+raisin+in+the+sun+1961+full+movie – full movie A Raisin in the Sun ● http://www.academia.edu/4218427/BLACK_FEMINISM_IN_A_RAISIN_IN_THE_SUN
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.11-12.1
<ul style="list-style-type: none"> ● Students will write a persuasive/argumentative essay - Can money buy happiness. If so, how? ● Students will peer edit their essays based on the holistic state rubric. 	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● Rubric ● Writing Task
STUDENT WORK PRODUCTS/ ASSESSMENTS: Persuasive Writing prompts, <i>A Raisin in the Sun</i> Act 1, 2, and 3 comprehension quiz question and End of Unit test	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for research, reading, and writing.

HISTORICAL ANALYSIS	RELEVANT RESOURCES/MATERIALS/CPIs
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 CPIs: SL.11-12.1 RI.11-12.1.</p>
<ul style="list-style-type: none"> Students will do a KWL chart identifying knowledge on The Civil Rights era. Students do a KWL chart on African Kingdoms - Songhai, Mali, Ghana. 	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> http://unlearnracism.ca/ http://www.pbs.org/wnet/jimcrow/stories_events_plessy.html - Literary and video on Plessy vs. Ferguson case http://www.youtube.com/watch?v=iVB2AIVpt0I – Eyes on the Prize – Emmet Till lynching, Civil Rights background era.
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 CPIs: RI.11-12.7 W.11-12.10.</p>
<ul style="list-style-type: none"> Watch Eyes on the Prize Civil Rights video and lead a discussion based on questions of the film. Related questions of Civil Rights era to context of character’s decisions and personalities in the play. Students will journal / blog write their reflections on the film. 	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> http://www.lawnix.com/cases/plessy-ferguson.html - Plessy vs. Ferguson Civil Rights Case Summary http://iqlearnonline.org/pluginfile.php/18178/mod_resource/content/2/Eyes_on_the_Prize.pdf - Eyes on the Prize background curriculum file:///C:/Users/shaw/Desktop/Eyes%20on%20the%20Prize%20video%20notes%20sheet%20-%20Trials.pdf – Eyes on the Prize comprehension and discussion questions
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 CPIs: W.11-12.8 W.11-12.6. SL.11-12.4 SL.11-12.5.</p>
<ul style="list-style-type: none"> Students will create poster boards in groups on the three African Kingdoms they research. Students will present their 	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> Letters

research and find references in the text where African Kingdoms relate to the text..	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Journal/blog writing, African Kingdom poster boards, discussion questions	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing/blogging, researching, and presenting information

<i>AMERICA, THE NOVEL</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RI.11-12.4.
<ul style="list-style-type: none"> Define key vocabulary in the novel Read and comprehend the novel Read and comprehend the nonfiction articles on state run foster care systems. 	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <i>America</i>
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: RL.11-12.7. RI.11-12.6.
<ul style="list-style-type: none"> Through discussion, graphic organizers, comprehension questions, students will paraphrase, summarize plot, characters, setting, and conflict analysis of the story. Students will read and watch multimedia on teenage psychological issues related to identity, abandonment, and foster care. Students will research and analyze social and emotional learning (mental health) support systems in society in how to adapt and survive in these situations. Students will relate this research to a text analysis of America's struggles he goes through. Read articles on foster care system, children's rights and discuss the pros and cons of a state run foster care system using a talk show host format or socratic seminar. 	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> Graphic organizers Articles

<p style="text-align: center;">Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p style="text-align: center;">Tier 3 CPIs: W.11-12.6 W.11-12.8</p>
<p>Choices of projects:</p> <ul style="list-style-type: none"> - Students will have to create a powerpoint through their research on what NYC social supports America would have in real life as a teenager. What are young people's rights? - Write a detailed doctor's research analysis of case study summary of America's illness. - Write a detailed letter to the editor why you think this book should or should not be banned? 	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● Project options list
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS: Presentation, letter, graphic organizers, vocabulary list</p>	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for research, articles, and creating projects/writing</p>

Unit 4:
Short Stories and Essays (Early 20th Century, Depression, and World War II & Post War)

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)

Approximate Time Frame: 4-5 weeks

Big Ideas:

- Traditional narrative structure reflects society's belief in humanism and progress,
- helping us as readers to better understand our world.

Essential Questions:

- What is the impact of traditional narrative structure?
- How does traditional narrative structure reflect our society's ideals and values?
- How does the structure of a narrative help to communicate a theme?

Enduring Understandings:

- Literature evolves and changes as a direct result of the conflicts present in the culture.
- Recognizing differences between fiction and nonfiction, as well as a merge of influences of real life that influences nonfiction.

SHORT STORIES

RELEVANT RESOURCES/MATERIALS/CPIs

<p style="text-align: center;">Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p style="text-align: center;">Tier 1 CPIs: L.11-12.1 SL.11-12.1 W.11-12.10</p>
<ul style="list-style-type: none"> ● Read and understand short stories and essays in the unit to understand the role of literary elements and purpose. ● Respond to online discussion prompts, guided reading question worksheets. ● Participate in classroom and small group discussions on the literature. 	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> ● “The Open Window” by Saki (5) ● “The Monkey’s Paw” by W.W. Jacobs (14) ● “Through the Tunnel” by Doris Lessing (28) ● “Lather and Nothing Else” by Hernando Téllez (44) ● “The Moment Before the Gun Went Off” by Nadine Gordimer (50) ● “Catch the Moon” by Judith Ortiz Cofer (62) ● “Two Kinds” by Amy Tan (69) ● “The Masque of the Red Death” by Edgar Allan Poe (82) ● “Two Friends” by Guy de Maupassant (94) ● “Everyday Use” by Alice Walker (108) ● “The Leap” by Louise Erdrich (118) ● “Cranes” by Hwang Sun-wön (132) ● “On the Rainy River” by Tim O’Brien (137) ● from <i>The Kite Runner</i> by Khaled Hosseini (150) ● “Who Said We All Have to Talk Alike” by Wilma Elizabeth McDaniel (157) ● “Chee’s Daughter” by Juanita Platero and Siyowin Miller (167) ● “Civil Peace” by Chinua Achebe (180) ● “A White Heron” by Sarah Orne Jewett (185) ● “The Enchanted Garden” by Italo Calvino (195) ● “Like the Sun” by R. K. Narayan (200) ● “Geraldine Moore the Poet” by Toni Cade Bambara (890) ● “Geraldo No Last Name” by Sandra

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: W.11-12.5. RL.11-12.3. RL.11-12.5
<ul style="list-style-type: none"> Brainstorm, plan, draft, revise, edit, and publish writing using Google Docs. Perform a close reading analysis of text. 	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> Texts above Google Docs
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.11-12.3.
<ul style="list-style-type: none"> Write a different ending to the short story in order to be able to practice writing conflict resolution, character development, and literary elements. 	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> Google Docs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Tests and Quizzes – Short summative quizzes on short stories.	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for brainstorming and writing a short story, as well as participating in online discussions

LITERARY ESSAYS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RI.11-12.2 RI.11-12.3
<ul style="list-style-type: none"> Read and understand literary essays that relate to a societal issue that reflects in our contemporary times. Read and understand literary essays from various periodical sources. 	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> Various literary essays/periodicals related to societal issues in contemporary times
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: RI.11-12.1 RI.11-12.5. RI.11-12.6. W.11-12.9.

<ul style="list-style-type: none"> ● Annotate literary essay texts. ● Journal response to literary essays in writing, encouraging students in a pedagogical literary dialogue with the author, the student’s voice, and the views of a particular group of society. 	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> ● Literary essay texts
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: W.11-12.2 W.11-12.4. W.11-12.5 W.11-12.6. W.11-12.8.
<ul style="list-style-type: none"> ● Through a writing process students choose one journal entry to develop into a larger expository piece of writing that grapples with a particular issue. ● Students will hold small group discussions and share literary essays on similar topics of social issues. ● Students will peer evaluate their essays in writing coaching sessions. ● Students will revise final drafts of essays and publish their writing in a portfolio. 	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> ● Journal/Docs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing Assignments – Journal entries on literary essays; 1 larger expository essay.	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for reading literary essays, writing, and peer editing

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments that require higher level thinking</p> <p>Varied Lexile levels of reading</p> <p>Increased production in writing assignments</p> <p>Substituting written texts with project based learning</p>	<p>Modifications for Classroom</p> <p>Literature-Centered Language Development chapter.</p> <p>Instructional Supports:</p> <p>Hands-on materials</p> <p>-bilingual dictionaries</p> <p>-visual aids</p> <p>-Teacher made adaptations, outlines, study guides</p> <p>-varied leveled texts of the same content</p> <p>Modifications for Homework/ Assignments</p> <p>Preparing students for the lesson:</p> <ul style="list-style-type: none"> • Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>

<p>Varying time requirements to complete assignments</p> <p>Student-directed learning/ independent studies</p> <p>Extension Activities</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments that require higher level thinking</p> <p>Flexible Grouping: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</p> <p>Jigsaw Activities: http://www.adlit.org/strategies/22371/</p>	<ul style="list-style-type: none"> • Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. • Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in English. • Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses. • Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc <p>Presenting the Lesson</p> <ul style="list-style-type: none"> • Use multiple strategies and varied instructional tools to increase the 	<p>Student may request books on tape / CD / digital media, as available and Varied Lexile levels of reading</p> <ul style="list-style-type: none"> • Increased production in writing assignments • Substituting written texts with project based learning • Varying time requirements to complete assignments <p>Student-directed learning/ independent studies appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist students with long and short term planning of assignments</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Modifications for Homework and Assignments</p>	<p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist students with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>
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	<p>opportunities for students to develop meaningful connections between content and the language used in instruction.</p> <ul style="list-style-type: none"> • Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication. • Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance. • Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful. <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology,</p>	<p>Extended time to complete assignments</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>	<p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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	<p>translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> <p>Additional Resources</p> <p>CanDo Descriptors - https://www.wida.us/standards/CAN_DOs/</p> <p>Colorin Colorado - http://www.colorincolorado.org/educators/</p> <p>WIDA - https://www.wida.us/</p>		
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