

Unit 1: Introduction to College Literature

Content Area: **Language Arts**
Course(s): **ENGLISH IV**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Standards

Reading Standards

LA.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.
LA.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.
LA.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).
LA.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.)
LA.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.
LA.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).
LA.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.)
LA.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.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Writing Standards

LA.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.
LA.W.11-12.1.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.

LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.9.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”).

Language and Speaking Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.4.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.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.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.
LA.L.11-12.4.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).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.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).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.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).
TECH.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).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.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).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently identify the author's intent utilizing their knowledge of the writer's craft and the author's use of techniques such as mood, tone, and character and explain how the use of those techniques develops the overall meaning of the work.

Concepts

Essential Questions

- How is language a tool of rebellion and oppression?

- What makes us human?
- What responsibility to we bear for our creations?
- What role should the government play in our daily lives?

Understandings

- Authors employ literary devices in to create sound and meaning
- Authors use a variety of literary techniques in prose to develop characters, tone, mood and theme
- Analysis requires evidence and introspection but not summary

Critical Knowledge and Skills

Knowledge

Students will know:

- how political events shape the art of the time
- how to prepare for reading discussions
- how to properly take notes

Skills

Students will be able to:

- Demonstrate appropriate use of academic language and standards in discussion, presentations, and peer-conferences.
- Read and analyze grade level literary texts
- Write in response to AP College Board essay prompts with an analysis level dictated by the College Board Rubrics

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Jigsaw activities
- Anticipation Guide
- Classwork
- Completing and revising a rough draft
- Discussion and review questions
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets
- Jot-Pair-Share
- Plot Diagrams
- Preassessments
- Quizzes
- Quote/theme analysis
- Writing exercises

School Summative Assessment Pan

- College Essay
- 1984 Essay
- Frankenstein Essay
- Multiple Choice tests

Primary Resources

1984

Frankenstein

How to Read Lit Like a Professor

Literary Criticism Essays

Supplementary Resources

- Common Lit
- Language of Literature British Literature

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptops- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos (Ted Talks)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, CommonLit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional titles to further challenge advanced readers.

English Language Learners (N.J.A.C.6A:15)

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students

as needed.

- ☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ Access to online and audio text will be made available whenever possible to accommodate struggling readers.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE - Frankenstein & Agrippa animation discussion

SOCIAL STUDIES - 1984 historical context, politics in literature discussion

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - AI as a monster discussion

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

College Essay and 1984:	Intro to the exam & course
Weeks 1-5	Summer reading & poetry discussion

9/11 poetry exercise

Summer reading essay

College essay

IXL diagnostic

Literary Criticism

It's all Political

1984 background: Facism, dystopia, newspeak

Character Analysis: Julia v. Winston

Motifs lecture

Motifs & themes graphic organizer

MC: 1984

Mary Shelley Background

Mood words assignment

Agrippa reading and discussion

Says means matters strategy: Part 1 Reading

Reading quiz: Henry v. Victor

The monster description/drawings

The dilemma of creation: Who is the real monster?

The importance of companionship discussion

Reading quiz: Elizabeth & Victor's marriage

Group Slides on character and theme

Reliable narrators: Comparing the 3 storytellers

Literary Criticism: Group lenses articles and presentations

AI and the monsters we create discussion

A Jury of her Peers

Thesis statement practice

FRQ 3: Mysterious Creatures

Frankenstein:
Weeks 6-10

Multiple Choice

Unit 2: Power Corrupts

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task.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.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., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.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).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently identify the author's intent utilizing their knowledge of the writer's craft and the author's use of techniques such as mood, tone, and character and explain how the use of those techniques develops the overall meaning of the work.

Concepts

Essential Questions

- Why do people see things as they want to see them instead of how they are?
- Why is struggle so often the subject of art and literature?

Understandings

- Authors employ literary devices in poetry to create sound and meaning
- Authors use a variety of literary techniques in prose to develop characters, tone, mood and theme
- Analysis requires evidence and introspection but not summary

Critical Knowledge and Skills

Knowledge

Students will know:

- how imperialism created social dynamics that permanently changed tribal cultures
- how poetry and literature reflect themes of social change and injustice in different ways
- how Shakespeare influences everything we read

Skills

Students will be able to:

- Demonstrate appropriate use of academic language and standards in discussion, presentations, and peer-conferences.
- Read and analyze grade level literary texts
- Write in response to AP College Board essay prompts with an analysis level dictated by the College Board Rubrics

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Jigsaw activities
- Anticipation Guide
- Classwork
- Completing and revising a rough draft
- Discussion and review questions
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets

- Jot-Pair-Share
- Plot Diagrams
- Preassessments
- Quizzes
- Quote/theme analysis
- Writing exercises

School Summative Assessment Pan

- Violence, Power & Justice Essay
- FRQ3 Things Fall Apart Essay
- Multiple Choice tests

Primary Resources

Things Fall Apart

Macbeth

Poetry: Carpe Diem Poetry, Seasonal Poetry, Pastoral poetry, Sonnets "The Second Coming"

Supplementary Resources

- Common Lit
- Language of Literature British Literature

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st

century learning.

- One to One Student laptops- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos (Ted Talks)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, CommonLit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional titles to further challenge advanced readers.

English Language Learners (N.J.A.C.6A:15)

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☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

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☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

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modifications for assignments in small chunks are met.

- ☐ Access to online and audio text will be made available whenever possible to accommodate struggling readers.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES - Things Fall Apart & Imperialism reading

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Macbeth Scenes

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Things Fall Apart & Imperialism reading, "The Danger of a Single Story" reading

Learning Plan / Pacing Guide

Poetry Weeks 1-4:	Pretest Poetry Multiple Choice: Broken Heart (Linkit)
	Sonnets Overview: TPCASTT Strategy
	Sonnet in a Bag, Sonnet Composition
	The Second Coming Slides & Things Fall Apart Assigned
	How to Read Literature Like a Professor: Seasons Chapter
	Fall Poetry: Sonnet 73 & Heat of Autumn
	Winter Poem: Lines for Winter
	Spring Poems: Today & To Daffodils
	Pastoral Poetry: The Passionate Shepherd to His Love & The Nymph's Reply SOAPStone Strategy
	Multiple Choice Quiz: Patty's Charcoal Drive In (Linkit)

The Road Not Taken: Analysis & discussion of reading what's there

Carpe Diem Research Project

FRQ 1: The Landlady- Analyze poem & review scored student essays

FRQ 1: Plants- Analyze poem & review scored student essays

FRQ 1: Poetry Essay: Marching Through a Novel

Ted Talk & Common Lit: The Danger of a Single Story

Things Fall Apart Reading Quiz: In the novel, the missionaries have one system of justice and the Ibo people have another. After briefly summarizing both systems, explain which one you think is better and why.

Things Fall Apart Socratic Seminar

Things Fall
Apart

Chinua Achebe Background and writing style discussion

Weeks 5-7:

Hexagonal Thinking: Why do things fall apart?

Things Fall Apart motifs

Things Fall Apart Crash Course Videos

Things Fall Apart Multiple Choice (Linkit)

FRQ 3: Things Fall Apart: Character who appears briefly prompt OR Tragic hero prompt

Tic-Tac-Toe Thematic Writing Prompts

Macbeth & Shakespeare background lecture

Read/Listen to play together by Act:

Act I- 2 periods

Act II- 3 periods

Macbeth
Weeks 8-10:

Act II open-ended question: Who is to blame for Duncan's death?

Fever Chart: throughout the reading students will collect quotes that chart Macbeth's changing mental state

Act III- 2 periods

Act IV- 1 period

Act V- 2 periods

Hamilton & Macbeth: The Power of Allusions

Macbeth Multiple Choice

FRQ 3: Macbeth Decline in Mental Health prompt

Midterm Exam

MC: Literary Terms & Poetry

Unit 3: Family Traditions

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LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.9.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”).

Language and Speaking Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.4.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.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.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.
LA.L.11-12.4.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).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.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., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.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).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently identify the author's intent utilizing their knowledge of the writer's craft and the author's use of techniques such as mood, tone, and character and explain how the use of those techniques develops the overall meaning of the work.

Concepts

Essential Questions

- Can equal power be achieved in a relationship?
- What do our relationships have in common with relationships from other historical periods?

Understandings

- Authors employ literary devices in poetry to create sound and meaning
- Authors use a variety of literary techniques in prose to develop characters, tone, mood and theme
- Analysis requires evidence and introspection but not summary

Critical Knowledge and Skills

Knowledge

Students will know:

- how the Georgian era influenced Jane Austen's style and content
- how historical and societal events impact social roles and relationships

Skills

Students will be able to:

- Demonstrate appropriate use of academic language and standards in discussion, presentations, and peer-conferences.
- Read and analyze grade level literary texts
- Write in response to AP College Board essay prompts with an analysis level dictated by the College Board Rubrics

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Jigsaw activities
- Anticipation Guide
- Classwork
- Completing and revising a rough draft
- Discussion and review questions
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets

- Jot-Pair-Share
- Plot Diagrams
- Preassessments
- Quizzes
- Quote/theme analysis
- Writing exercises

School Summative Assessment Pan

- FRQ3 Pride & Prejudice Essay
- Multiple Choice tests

Primary Resources

Pride & Prejudice

Supplementary Resources

- Common Lit
- Language of Literature British Literature
- "Our Town"

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptops- All students within the West Deptford School District are given a

computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos (Ted Talks)
- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, CommonLit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional titles to further challenge advanced readers.

English Language Learners (N.J.A.C.6A:15)

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.

☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

Special Education Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

☐ Access to online and audio text will be made available whenever possible to accommodate struggling

readers.

- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES - Georgian/Austen historical time period,

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Feminist theory and the "Me Too" movement

Learning Plan / Pacing Guide

Pride & Prejudice Weeks 1-7:	Marriage Questionnaire
	Class Valentine Assignment
	FRQ 2: Northanger Abbey Prompt dissection
	Reading Quiz Ch. 1-5: Relate to historical background
	Time Period Etiquette & Novel Background discussion
	Characterization Ch. 1-6 Group Activity
	Reading Quiz Ch. 7-15: Triangles of Drama
	Setting Activity: Track changes to character behavior in different social settings and locations
	MC: Pear deck ch. 8
	Tone discussion

FRQ 2: Ch. 19 prompt dissection

Tone analysis Ch. 24-32

FRQ 2: Emma Prompt

Satire: Pride and Prejudice and Zombies and The Lizzie Bennet Diaries

The Trial of Darcy v. Elizabeth

Reading Quiz: Lydia's Transgression

Reading Quiz: Tone shift

Historical context review

Pride & Prejudice MC (Linkit)

FRQ 3: Keeping a secret prompt

FRQ 1: Black Walnut Tree

FRQ 2: Silas Lapham Essay review

FRQ 2: Lucy Prompt

FRQ 3: Thesis Practice

AP Exam FRQ 3: Independent Novel Assignment

Review MC: Eleven

Weeks 8-12: Poetry March Madness

Major Works Data Sheets

Poetry Project

Full AP Exam assignment

Possible extension activity: Whole class reading of "Our Town"

Unit 4: Change the World

Content Area: **Language Arts**
Course(s): **ENGLISH IV**
Time Period: **Marking Period 1**
Length: **6 weeks**
Status: **Published**

Standards

Reading Standards

LA.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.
LA.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.
LA.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).
LA.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.)
LA.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.
LA.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).
LA.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.)
LA.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.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Writing Standards

LA.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.
LA.W.11-12.1.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.

LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.9.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”).

Language and Speaking Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.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.
LA.L.11-12.4.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).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.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).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.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).
TECH.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).
TECH.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.
TECH.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).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.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).
TECH.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).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
TECH.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).
TECH.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.).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.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).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.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).
TECH.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).
TECH.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).
TECH.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).
TECH.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).

Transfer Goals and Career Ready Practices

Transfer Goals

-Students will be able to independently identify the author's intent utilizing their knowledge of the writer's craft and the author's use of techniques such as mood, tone, and character and explain how the use of those techniques develops the overall meaning of the work.

-Students will be able to choose a topic and resources for a current social issue and provide a persuasive research paper proving a thesis.

Concepts

Essential Questions

- How does research enhance an argument?
- What qualifies a source as reliable?

Understandings

- Most issues require extensive study of varying sources to fully understand all sides
- Facts are not debatable

Critical Knowledge and Skills

Knowledge

Students will know:

- how to create an annotated bibliography
- how to do MLA or APA citations and works cited pages
- how to incorporate research into persuasive writing

Skills

Students will be able to:

- pull effective research to enhance their arguments
- find scholarly sources on chosen topics
- follow a style guide related to future study (APA or MLA)

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Jigsaw activities
- Anticipation Guide
- Classwork
- Completing and revising a rough draft
- Discussion and review questions
- Graphic Organizers
- Guided Comprehension Questions
- Intro and Exit Tickets
- Jot-Pair-Share
- Plot Diagrams
- Preassessments
- Quizzes
- Quote/theme analysis
- Writing exercises

School Summative Assessment Plan

- Research paper
- Independent Reading project (self-selected reading)

Primary Resources

MLA and APA Style Guide

Supplementary Resources

- Language of Literature British Literature
- Scholarly databases
- Graduation sample speeches (final exams)

Technology Integration and Differentiated Instruction

Technology Integration

- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptops- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
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- Use of search engines, online websites, databases, etc.
- Online assessments (LinkIt, Google Forms, CommonLit)
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional titles to further challenge advanced readers.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- ☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ Access to online and audio text will be made available whenever possible to accommodate struggling readers.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE - current events research topics

SOCIAL STUDIES - current events research topics

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION - current events research topics

GLOBAL AWARENESS - current events research topics

Learning Plan / Pacing Guide

Week	Content/Activities
	-AP Test
35	-Independent Research assignment -Expectations & proposal
	-Independent Research assignment
36	-Annotated Bibliography & Format
	-Independent Research assignment
37	-Introduction & Background
	-Independent Research assignment
38	-Pro side/Con side sections
	-Independent Research assignment
39	-Commentary & Works Cited
40	Final Exams & Graduation