

Pine Hill Public Schools Curriculum

Content Area:		English	
Course Title/ Grade Level:		English 11 Advanced	
Unit 1:	A Gathering of Voices/A Growing Nation	Duration:	9 Weeks
Unit 2:	American Romanticism/Shakespeare	Duration:	9 Weeks
Unit 3:	A Troubled Young Nation	Duration:	9 Weeks
Unit 4:	Emerging Modernism/ Challenges and Successes of the Twentieth and Twenty-First Centuries	Duration:	9 Weeks
BOE Approved date:			
Date Created or Revised:		August 21, 2018	

Pine Hill Public Schools Curriculum	
Unit Title: A Gathering of Voices/A Growing Nation	
Unit #: One	
Course or Grade Level: English 11 Advanced	Length of Time: 9 Weeks
Pacing	September, October, November
Essential Questions	<ul style="list-style-type: none"> ● What is the relationship between literature and place? ● How does literature shape or reflect society?
Content	<ul style="list-style-type: none"> ● IXL must be taken at the beginning of the year to get the students reading level ● Nonfiction prose and poetry from seventeenth and eighteenth-century America. ● Drama ● Informational Texts ● Writing
Skills	<ul style="list-style-type: none"> ● Examine the works of some of the earliest settlers in various parts of the “New World” ● Consider the significance of the intersections of Native American and European cultures. ● Consider how language and religion served as both barriers and bridges. ● Analyze emerging themes in American literature. ● Identify elements of Puritan Literature, including the Puritan plain style. ● Practice independent reading and analysis of literature. ● Cite textual evidence. ● Analyze content. ● Make relevant connections. ● Practice editing and revising skills. ● Apply vocabulary studied. ● Reinforce grammar skills through writing. ● Write routinely (i.e. journals, blogs, warm-ups).
Writing	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How is writing style influenced by purpose? ● What is the importance of structure in writing? ● How does engaging in the writing process improve the quality of writing overall? ● How does a writer use specific language/diction/imagery to convey mood and tone? <p>Skills</p> <ul style="list-style-type: none"> ○ Tone ○ Voice ○ Audience ○ Subject ○ Occasion ○ Purpose ○ Speaker ○ Vocabulary in Context ○ Counterclaims ○ Rhetorical Devices ○ Editing/Drafting ○ Peer Review <p>Essay Requirement</p> <ul style="list-style-type: none"> ● 1 structured essay <ul style="list-style-type: none"> ○ Informational <ul style="list-style-type: none"> ■ Sharing your ideas or opinions that are backed up by facts from the text ■ A minimum of three in-text citations must be used to support thesis statement

	<p>Research Paper (Start 1st Marking Period - Due End of 2nd Marking Period)</p> <ul style="list-style-type: none"> ● Literature Based for Arthur Miller’s <i>The Crucible</i> <ul style="list-style-type: none"> ○ Possible Topics <ul style="list-style-type: none"> i. The Crucible is a book elaborating on the Salem witch trials in Massachusetts. For a passive high school student today, the story may be boring because it happened a long time ago and the necessary connection might not be well established to reinforce learning; but for those academic conscious teens, there are a lot of social and political issues surrounding Arthur Miller’s book. The following topics might be a good start to conduct a research study: <ol style="list-style-type: none"> 1. The effects of the direct participation of men to violence to achieve social justice. 2. A good thesis might start with how men were convinced that the women they executed were practicing witchcraft. 3. A comparison of the roles of men and women in achieving genuine peace and order in the society. 4. Could there be the direct or indirect participation of men to aggravate the issue? 5. The role of government in properly addressing to an epidemic outbreak. 6. Women were prosecuted as if they were the ones who brought the dilemma. A clear proof of discrimination and injustice. 7. The public perspective on the role of women in nation-building. 8. The women who were executed could have the chance of defending themselves. 9. The implementation of gender sensitivity in the exercise of equality. 10. This program could have helped those women from being publicly ridiculed. 11. Revisiting the justice system of the US in the 18th century. 12. Making a comparison from the past to the present judicial system. 13. The protection of women and children in the 20th century. 14. Looking into the possibilities that the women who were accused could have spent their lives in jail rather than being executed. 15. The role of lawmakers in establishing rules and policies affecting the women sector. 16. Were there laws protecting women’s rights during the time of the execution? 17. Local or state initiatives in minimizing or controlling the possibilities of civil disobedience and rebellion. 18. How did the law enforcement of Massachusetts handle the conflict? 19. A review of the law of the separation of The Church and The State affecting the spiritual and the moral issues in the society. 20. It was a representative from the church who managed to ignite the problem they were experiencing. 21. The role of human rights advocates in implementing a just and an impartial social justice. 22. The women who were accused of witchcraft were helpless because no one even raised a finger to contradict the accusations. 23. The protection of life, liberty, and property against trial by publicity and invasion of privacy. 24. The accusations were not even proven until today, and there was no strong proof or evidence that the epidemic could have been linked to the alleged witchcraft activities of the women in Salem, Massachusetts. <p>It is sometimes very sad to note that the people whom you look up to protect your human rights are the ones who will bring you into your doom. A reality that even ordinary people now have trust and confidence issues with their government. Students must use a minimum of six sources in their research papers, using the library databases.</p>
Assessments	<ul style="list-style-type: none"> ● Writing Portfolio ● Chapter Quizzes ● Unit Test ● Open-ended short answer responses ● Essays with textual support ● Student and teacher created rubrics ● Alternative assessments (i.e. performance based, inquiry project)
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Grouping ● Shortened assignments ● Assignment notebooks

	<ul style="list-style-type: none"> • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Credit for class participation, effort and attendance • Modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners
Interdisciplinary Connections	<ul style="list-style-type: none"> • History • Art • Public Speaking • Theatre
Lesson resources / Activities	<ul style="list-style-type: none"> • Prentice Hall <i>The American Experience</i> • <i>The Crucible</i> (Arthur Miller) • Selections from film of <i>The Crucible</i> • Poetry and Informational Text Selections from text or additional resources chosen by teacher • Visual website to be used on Smart Boards to introduce new texts • Optional use of visual sites such as Prezi and YouTube that relate to literature studied • Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction • IXL

New Jersey Student Learning Standards

Anchor Standards for Reading:

NJSLSA.R1; NJSLSA.R2; NJSLSA.R3; NJSLSA.R4; NJSLSA.R5; NJSLSA.R6; NJSLSA.R7; NJSLSA.R8; NJSLSA.R9; NJSLSA.R10

Anchor Standards for Writing:

NJSLSA.W1; NJSLSA.W2; NJSLSA.W3; NJSLSA.W4; NJSLSA.W5; NJSLSA.W6; NJSLSA.W7; NJSLSA.W8; NJSLSA.W9; NJSLSA.W10

Anchor Standards for Speaking and Listening

NJSLSA.SL1; NJSLSA.SL2; NJSLSA.SL3; NJSLSA.SL4; NJSLSA.SL5; NJSLSA.SL6

Anchor Standards for Language

NJSLSA.L1; NJSLSA.L2; NJSLSA.L3; NJSLSA.L4; NJSLSA.L5; NJSLSA.L6

Progress Indicators: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, Language

Progress Indicators for Reading Literature: RL.11-12.1-10

Progress Indicators for Writing: W.11-12.1-10

Progress Indicators for Reading Informational Text: RI.11-12.1-10

Progress Indicators for Speaking and Listening: SL.11-12.1-6

Progress Indicators for Language: L.11-12.1-6

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

- 8.1.12.A.3; 8.1.12.B.1; 8.1.12.C.1; 8.1.12.D.4-5; 8.1.12.E.1

<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title : American Romanticism/Shakespeare	Unit #: Two
Course or Grade Level: English 11 Advanced	Length of Time: 9 Weeks
Pacing	November, January, February
Essential Questions	<ul style="list-style-type: none"> • What is American Romanticism? • What is the relationship between literature and place? • How does literature shape or reflect society? • What makes American Literature American?
Content	<ul style="list-style-type: none"> • Poetry • Drama • Short Stories • Informational Texts
Skills	<ul style="list-style-type: none"> • Define the major characteristics of American Romanticism. (i.e. use of symbols, myth, and “the fantastic”; veneration of nature; celebration of “self; and isolationism”. • Define transcendentalism as an aspect of American Romanticism and explain how the two differ. • Analyze the structure and effectiveness of arguments in transcendentalism essays studied. • Continue to build on Shakespearean knowledge. • Practice independent reading and analysis of literature. • Cite textual evidence. • Analyze content. • Practice editing and revising skills. • Apply vocabulary studied. • Reinforce grammar skills through writing. • Write routinely (i.e. journals, blogs, warm-ups).
Writing	<p>Essential Questions</p> <ul style="list-style-type: none"> • How can setting writing goals help us focus and improve as writers? • How does the purpose of an essay help determine its organization? • How can the study of mentor texts teach us about our own writing? • How do we embed textual evidence effectively? • How does engaging in the writing process improve the quality of writing overall? <p>Skills</p> <ul style="list-style-type: none"> ○ Tone ○ Voice ○ Audience ○ Subject ○ Occasion ○ Purpose ○ Speaker

- Vocabulary in Context
- Counterclaims
- Rhetorical Devices
- Editing/Drafting
- Peer Review

Essay Requirement

- 2 structured essays based on text:
 - Argument
 - Expository

Research Paper (Start 1st Marking Period - Due End of 2nd Marking Period)

- **Literature Based for Arthur Miller's *The Crucible***

- Possible Topics

- i. The *Crucible* is a book elaborating on the Salem witch trials in Massachusetts. For a passive high school student today, the story may be boring because it happened a long time ago and the necessary connection might not be well established to reinforce learning; but for those academic conscious teens, there are a lot of social and political issues surrounding Arthur Miller's book. The following topics might be a good start to conduct a research study:

25. The effects of the direct participation of men to violence to achieve social justice.
26. A good thesis might start with how men were convinced that the women they executed were practicing witchcraft.
27. A comparison of the roles of men and women in achieving genuine peace and order in the society.
28. Could there be the direct or indirect participation of men to aggravate the issue?
29. The role of government in properly addressing to an epidemic outbreak.
30. Women were prosecuted as if they were the ones who brought the dilemma. A clear proof of discrimination and injustice.
31. The public perspective on the role of women in nation-building.
32. The women who were executed could have the chance of defending themselves.
33. The implementation of gender sensitivity in the exercise of equality.
34. This program could have helped those women from being publicly ridiculed.
35. Revisiting the justice system of the US in the 18th century.
36. Making a comparison from the past to the present judicial system.
37. The protection of women and children in the 20th century.
38. Looking into the possibilities that the women who were accused could have spent their lives in jail rather than being executed.
39. The role of lawmakers in establishing rules and policies affecting the women sector.
40. Were there laws protecting women's rights during the time of the execution?
41. Local or state initiatives in minimizing or controlling the possibilities of civil disobedience and rebellion.
42. How did the law enforcement of Massachusetts handle the conflict?
43. A review of the law of the separation of The Church and The State affecting the spiritual and the moral issues in the society.
44. It was a representative from the church who managed to ignite the problem they were experiencing.
45. The role of human rights advocates in implementing a just and an impartial social justice.
46. The women who were accused of witchcraft were helpless because no one even raised a finger to contradict the accusations.
47. The protection of life, liberty, and property against trial by publicity and invasion of privacy.
48. The accusations were not even proven until today, and there was no strong proof or evidence that the epidemic could have been linked to the alleged witchcraft activities of the women in Salem, Massachusetts.

It is sometimes very sad to note that the people whom you look up to protect your human rights are the ones who will bring you into your doom. A reality that even ordinary people now have trust and confidence issues with their government. Students must use a minimum of six sources in their research papers, using the library databases.

Assessments	<ul style="list-style-type: none"> ● Writing Portfolio ● Benchmark Assessment ● Chapter Quizzes ● Unit Test ● Open-ended short answer responses ● Essays with textual support ● Student and teacher created rubrics ● Alternative assessments (i.e. performance based, inquiry project)
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Grouping ● Shortened assignments ● Assignment notebooks ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Credit for class participation, effort and attendance ● Modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes ● Graphic Organizers ● CITW strategies ● Peer editing, think/pair/share, small group ● Include strategies aimed at assisting English Language Learners
Interdisciplinary Connections	<ul style="list-style-type: none"> ● History ● Art ● Public Speaking ● Theatre
Lesson resources / Activities	<ul style="list-style-type: none"> ● Prentice Hall <i>The American Experience</i> ● <i>Macbeth</i> ● Clips of movie adaptations ● Short stories, poetry, and informational text selections from text or additional resources chosen by teacher ● Visual website to be used on Smart Boards to introduce new texts ● Optional use of visual sites such as Prezi and YouTube that relate to literature studied ● Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction ● IXL
New Jersey Student Learning Standards	
<p>Anchor Standards for Reading: NJLSA.R1; NJLSA.R2; NJLSA.R3; NJLSA.R4; NJLSA.R5; NJLSA.R6; NJLSA.R7; NJLSA.R8; NJLSA.R9; NJLSA.R10</p> <p>Anchor Standards for Writing: NJLSA.W1; NJLSA.W2; NJLSA.W3; NJLSA.W4; NJLSA.W5; NJLSA.W6; NJLSA.W7; NJLSA.W8; NJLSA.W9; NJLSA.W10</p> <p>Anchor Standards for Speaking and Listening NJLSA.SL1; NJLSA.SL2; NJLSA.SL3; NJLSA.SL4; NJLSA.SL5; NJLSA.SL6</p> <p>Anchor Standards for Language NJLSA.L1; NJLSA.L2; NJLSA.L3; NJLSA.L4; NJLSA.L5; NJLSA.L6</p>	
<p>Progress Indicators: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, Language</p>	

Progress Indicators for Reading Literature: RL.11-12.1-10
Progress Indicators for Writing: W.11-12.1-10
Progress Indicators for Reading Informational Text: RI.11-12.1-10
Progress Indicators for Speaking and Listening: SL.11-12.1-6
Progress Indicators for Language: L.11-12.1-6

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

- 8.1.12.A.3; 8.1.12.B.1; 8.1.12.C.1; 8.1.12.D.4-5; 8.1.12.E.1

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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title : A Troubled Young Nation

Unit #: Three

Course or Grade Level: English 11 Advanced

Length of Time: 9 Weeks

Pacing

February, March, April

Essential Questions

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

Content

- Short stories
- Novel
- Autobiography
- Informational Texts

Skills

- Determine and analyze the development of the theme or themes in American literature of the nineteenth century (i.e., freedom, the American dream, racism, regionalism, survival, “individual vs. society”, and “civilized society” vs. the wilderness”).
- Compare the treatment of related themes in genres (i.e. The Adventures of Huckleberry Finn and from My Bondage and My Freedom).
- Explain how fictional characters in the late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case.
- Practice independent reading and analysis of literature
- Cite textual evidence.
- Analyze content.
- Practice editing and revising skills.
- Apply vocabulary studied.
- Reinforce grammar skills through writing.

<p>Writing</p>	<ul style="list-style-type: none"> ● Write routinely (i.e. journals, blogs, warm-ups). <p>Essential Questions</p> <ul style="list-style-type: none"> ● What makes argument effective? ● How do we construct an argument? ● How do we incorporate multiple sources into an essay? ● How do we evaluate sources for credibility? Relevance? ● How do we assess two sides of an issue? <p>Skills</p> <ul style="list-style-type: none"> ○ Tone ○ Voice ○ Audience ○ Subject ○ Occasion ○ Purpose ○ Speaker ○ Vocabulary in Context ○ Counterclaims ○ Rhetorical Devices ○ Editing/Drafting ○ Peer Review <p>Essay Requirements</p> <ul style="list-style-type: none"> ● 3 structured essays based on text <ul style="list-style-type: none"> ○ Informational ○ Argument ○ Expository <p>Research Paper (Start 3rd Marking Period - Due Middle of 4th Marking Period)</p> <ul style="list-style-type: none"> ● Inquiry Based - Student Choice <ul style="list-style-type: none"> ○ Teach inquiry ○ Brainstorm inquiry questions
<p>Assessments</p>	<ul style="list-style-type: none"> ● Chapter Quizzes ● Unit Test ● Open-ended short answer responses ● Essays with textual support ● Student and teacher created rubrics ● Alternative assessments (i.e. performance based, inquiry project)
<p>Interventions / differentiated instruction</p>	<ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Grouping ● Shortened assignments ● Assignment notebooks ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Credit for class participation, effort and attendance ● Modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes ● Graphic Organizers ● CITW strategies ● Peer editing, think/pair/share, small group <p style="text-align: center;">Include strategies aimed at assisting English Language Learners</p>

Interdisciplinary Connections	<ul style="list-style-type: none"> ● History ● Art ● Public Speaking ● Theatre
Lesson resources / Activities	<ul style="list-style-type: none"> ● Prentice Hall <i>The American Experience</i> ● <i>The Adventures of Huckleberry Finn</i> ● Clips of movie adaptations ● Short stories, poetry, and informational text selections from text or additional resources chosen by teacher. ● Visual website to be used on Smart Boards to introduce new texts. ● Optional use of visual sites such as Prezi and YouTube that relate to literature studied. ● Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction

New Jersey Student Learning Standards

Anchor Standards for Reading:

NJSLSA.R1; NJSLSA.R2; NJSLSA.R3; NJSLSA.R4; NJSLSA.R5; NJSLSA.R6; NJSLSA.R7; NJSLSA.R8; NJSLSA.R9; NJSLSA.R10

Anchor Standards for Writing:

NJSLSA.W1; NJSLSA.W2; NJSLSA.W3; NJSLSA.W4; NJSLSA.W5; NJSLSA.W6; NJSLSA.W7; NJSLSA.W8; NJSLSA.W9; NJSLSA.W10

Anchor Standards for Speaking and Listening

NJSLSA.SL1; NJSLSA.SL2; NJSLSA.SL3; NJSLSA.SL4; NJSLSA.SL5; NJSLSA.SL6

Anchor Standards for Language

NJSLSA.L1; NJSLSA.L2; NJSLSA.L3; NJSLSA.L4; NJSLSA.L5; NJSLSA.L6

Progress Indicators: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, Language

Progress Indicators for Reading Literature: RL.11-12.1-10

Progress Indicators for Writing: W.11-12.1-10

Progress Indicators for Reading Informational Text: RI.11-12.1-10

Progress Indicators for Speaking and Listening: SL.11-12.1-6

Progress Indicators for Language: L.11-12.1-6

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

- 8.1.12.A.3; 8.1.12.B.1; 8.1.12.C.1; 8.1.12.D.4-5; 8.1.12.E.1

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Emerging Modernism/ Challenges and Successes of the Twentieth and Twenty-first Centuries	Unit #: Four
Course or Grade Level: English 11 Advanced	Length of Time: 9 Weeks
Pacing	April, May, June
Essential Questions	<ul style="list-style-type: none"> ● What is the relationship between literature and place? ● How does literature shape or reflect society? ● What makes American Literature American?
Content	<ul style="list-style-type: none"> ● Short Stories ● Poetry ● Selections from Novels ● Informational Texts
Skills	<ul style="list-style-type: none"> ● Identify, define, and analyze characteristics of the Modern and Postmodern Periods of Literature. ● Consider and write about how literary themes have changed from early British literature to Modernist literature. ● Complete sample AP multiple choice and essay practice tests. ● Create autobiographical Senior Memory Book.
Writing	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can we incorporate a historical time period in subtle ways? ● How does historical context affect a piece of writing? ● How do we balance the fiction & non-fiction elements of historical narrative? ● How do we incorporate research into narrative? <p>Skills</p> <ul style="list-style-type: none"> ○ Tone ○ Voice ○ Audience ○ Subject ○ Occasion ○ Purpose ○ Speaker ○ Vocabulary in Context ○ Counterclaims ○ Rhetorical Devices ○ Editing/Drafting ○ Peer Review <p>Essay Requirements</p> <ul style="list-style-type: none"> ● 2 structured essays based on text: <ul style="list-style-type: none"> ○ Informational/Expository (Teacher’s Choice) ○ Argument/Narrative (Teacher’s Choice) <p>Research Paper (Start 3rd Marking Period - Due Middle of 4th Marking Period)</p> <ul style="list-style-type: none"> ● Inquiry Based - Student Choice <ul style="list-style-type: none"> ○ Teach inquiry ○ Brainstorm inquiry questions
Assessments	<ul style="list-style-type: none"> ● Benchmark Assessment ● Chapter Quizzes ● Unit Test ● Open-ended short answer responses ● Essays with textual support ● Student and teacher created rubrics ● Alternative assessments (i.e. performance based, inquiry project)

Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Grouping ● Shortened assignments ● Assignment notebooks ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Credit for class participation, effort and attendance ● Modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes ● Graphic Organizers ● CITW strategies ● Peer editing, think/pair/share, small group <p style="margin-left: 20px;">Include strategies aimed at assisting English Language Learners</p>
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Interdisciplinary Connections	<ul style="list-style-type: none"> ● History ● Art ● Public Speaking ● Theatre
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Lesson resources / Activities	<ul style="list-style-type: none"> ● Prentice Hall <i>The American Experience</i> ● <i>The Great Gatsby</i> ● Clips of movie adaptations ● Short stories, poetry, and informational text selections from text or additional resources chosen by teacher ● Visual website to be used on Smart Boards to introduce new texts ● Optional use of visual sites such as Prezi and YouTube that relate to literature studied ● Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction ● IXL
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<p>Progress Indicators: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, Language</p> <p>Progress Indicators for Reading Literature: RL.11-12.1-10 Progress Indicators for Writing: W.11-12.1-10 Progress Indicators for Reading Informational Text: RI.11-12.1-10 Progress Indicators for Speaking and Listening: SL.11-12.1-6 Progress Indicators for Language: L.11-12.1-6</p>

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

- 8.1.12.A.3; 8.1.2.B.1; 8.1.12.C.1; 8.1.12.D.4-5; 8.1.12.E.1

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		